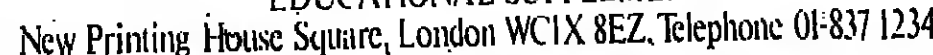


The authorities are in no position to buy the teachers' agreement at the pre-



The negotiations (or lack of them), had to deal with matters like this before and If Mr Carlisle decides to bring the Professional Association of Teachers into the new body, the NUT and NAS will simply have to lump it.

Arbitration, though unfashionable in government circles, is a more open question. The NUT has always disliked arbitration.

What is needed is a new type of arbitration which encourages realistic action and puts a premium on agreement and not division. In such circumstances, not wholly fanciful observers might suggest a limited arbitration with binding conditions. Let the arbitrator award either what the employees or what the teachers claim; but not in between. This would discourage claims and derisive offers and enable negotiators to match their actions with an assessment of a putative arbitration. It would also, of course, need a few honest arbitrators with the wisdom of Solomon, but what's new?

Zereba has accidentally locked her
self out of her flat and left a chipped
piece of wood lying away in the kitchen.
Frustrated of fire she stands outside,
looking anxiously on the door.
How can she get help?
This is one of the 20 programmes
packed in a new BBC television
series, called "Facing the week-
end".
Called *Speak for yourself*, it aims to
help people whose English is
poor to cope with emergencies and
to get what is rightfully theirs.
The series of 20 programmes,
which cover such matters, like guid-
ance and information for the work-
ing, to apply for benefits; cop-
ing with the police if you are taken in
for questioning; ask for time off
work; deal 999 in the event of a
fire or accident; get on with tax-
payers' problems; hire a school and
ask friends from out of town.

Next week's meeting of the working party sat up by the Council of Local Education Authorities schoolteachers' committee is expected to see the teachers reject the authorities' proposals for new

conditions of service and table their own instead.

The authorities wanted a 205-day working year including 10 days for in-service training, a 374-hour week made up of 27½ hours in the classroom, a minimum of 2½ hours for marking and preparation and 7½ hours for other professional duties.

NUT, which has an overall majority on the board, says that it wants to see a 190-day working year with five days set aside for in-service training, a 324-hour week made up of 22 hours in the classroom, 5½ hours for preparation and marking and five hours on other professional duties.

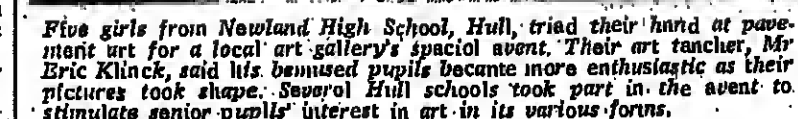
However, the authorities are virtually certain to reject these proposals and there is a growing feeling among teachers' leaders that the talks will flounder. The National Association of Schoolmasters/Union of Women Teachers is still boycotting the talks and there will be demands from the floor at the Assistant Masters' and Mistresses' Association annual conference later this month that all schools should

All education authorities are being urged to reveal what steps they have taken to create more jobs by the end of March.

At a meeting of the Burnham committee, this week, the local authorities ruled out any major changes in the system because, they said, they could not afford extra cash.

Mr Ryder drives about 50 miles during the days he is on duty and has been working for the bus company for 12 years. He works at the same factory as Mrs Yornold's husband.

The Department of the Environment said that regulations concerning drivers' hours were made with full-time drivers in mind.



The battery of remedies which the Whig Paper proposes to combat juvenile delinquency and crime include residential ca-

Labour's education debate at Blackpool was more lively (than more wrong-headed) than yesterday's dreary Conservative effort at Brighton, but that is not saying much. Between them the two major parties have demonstrated the bankruptcy of their ideas about education policy. Both reflected the extreme and immature views of their own

Subsidies for tr

Mark Jackson
scheme for a new kind of national
ship, for school leavers in
prepared by the Manpower
Services Commission. It would mean
holding employers to give young
er jobs and training for a year
the proposals will be put before
Manpower Services Commis
sion at their meeting at the end

of this month. A reference to the scheme is already in the draft of the commission's corporate plan for next year.

National tradeaship, under which all youngsters get some kind of training or full-time education, is being advocated by an increasing number of industrial, education and youth bodies, some of whom see it as a means of reforming the present industrial training system. The

Further Education Unit, the Independent curriculum development group attached to the Department of Education and Science, this week became the first government body to call publicly for the introduction of national traineeship.

The unit wants a scheme which will cover off only young workers but those in full time education with an overall unified curriculum policy for the whole age group.

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The bill in the proportion of school leavers going on to higher education continued last year. But Department of Education and Science figures released last week show that it was largely due to embarks in teacher training—which calls into question education ministers' justification of the freeze on university spending.

Mr. Mark Carlsile, Education Secretary, answered criticism that the Government's level funding policy meant fewer opportunities in higher education by pointing to the apparent decline in take-up of higher education of the previous six years from 14 per cent to 12 per cent of the qualified age group.

But a statistical bulletin released by the DfES this week shows that when entrants to teacher training with less than two A levels were included, the picture was altogether different. The higher education has been the same since 1971.

Advances courses in higher education increased last year from 103,000 to 106,000. The numbers could be expected to increase further this year, but it is not yet clear how far they will be restricted by the Government's pegging of university funds, effectively freezing the number of places available for students.

● The number of women graduates continued to increase last year, according to a report from the universities' paymaster, the University Grants Committee.

The report, *First Destinations of University Graduates*, shows that 38 per cent of the 65,000 graduates last year were women compared to 37.4 in 1974 when there were 50,000.

Graduate numbers increased by about 4 per cent over the previous year. Medicine, chemical engineering, mechanical engineering, architecture and engineering were among the growth subjects.

The Centre for Information and Advice on Educational Disadvantages has just three weeks left to find life-saving funds before most of its staff leave for good.

The Association of Metropolitan Authorities, which campaigned to save the axed juengo, announced this week that its members could not keep the CED alive on their own.

More than dozen towns and cities had pledged £400,000 for the next year; Walsley was the most generous with a firm offer of £25,000.

But at a meeting with the centre's governors, the ASMA decided it could not assume the sole financial burden. The CED and the Government £250,000 to run in the past

year.

In a statement, Mrs Nicky Harrison, chairman of the ASMA's education committee, expressed disappointment that the county councils have not offered such help.

The ASMA member authorities much regret that they cannot alone assume the burden, especially bearing in mind the financial constraint and penalties which the Government has imposed on urban authorities.

The ASMA said charitable trusts, foundations and "anybody else" who had shown an interest would be approached for cash in the next few weeks. The Department of Education and Science would also be asked to confirm money for specific projects which it had shown interest in.

Full details of all courses are obtainable from the Academic Registrar and Secretary (Faculty of Education), University of Exeter, Northcote House, Queen's Drive, Exeter, EX4 4QL. LEA teachers are eligible for secondment on full salary; other teachers may be eligible for grants from Local Authorities.

There is no evidence to show that British school children are suffering from malnutrition or any other dietary problems, a leading nutritionist told a conference held in London last week.

But Professor Arnold Bender, head of the food science and nutrition department of Queen Elizabeth College, London, warned that there must be at least some children because there was always some section of the population at risk.

He said it was wrong to look back with nostalgia to the good old days of the Victorian school dinners, which were in fact school meals held down by the Department of Education. Surveys in four local education authorities carried out during the past five years showed that three out of four never had been reached anyway.

In Essex and Brent only a half to two-thirds of the target was ever achieved. In carrying out these two surveys, the education authorities used the standard preparation and cooking methods prescribed most of the

The whole school curriculum summed up on one piece of paper is the promise of a curriculum analysis tool developed in Sheffield.

A system of shorthand curriculum notation tried out in the city's schools was made available more widely this week with the publication of a practical handbook, *Tooling up for curriculum review*.

The authors are Sheffield advisers Mr Brian Wilcox and Peter Eustance, and their intention is to enable schools to give a succinct picture of the whole curriculum to anyone with an interest in it, though a certain amount of the "language" needs to be mastered.

With the present interest in accountability, they say, it is increasingly necessary to be able to tell parents, governors and the local authority exactly what the school is doing.

It was important also that every specialist teacher had a "curriculum map" like this showing exactly where their contribution fitted in. Otherwise the danger was that only the head or staff responsible for the timetable understood the whole picture.

pathways and inner beds in it.

But it goes further than that. It is more than a map of the main features of the curriculum because it makes the central and local authorities to analyse curriculum subjects in the curriculum numerically and to compare form with form, year group with year group and school with school.

The technique can be used to arrive at an index of the extent to which pupils are differentiated by ability or to provide averages showing the emphasis given to different subjects or "areas of experience" in the curriculum.

It can also help local authorities to understand and collate information about the curriculum and forms of organization in their schools or they have been asked by the Government. At the same time it does not place too much a burden on the schools providing this information.

Wilcox and Eustance say the technique enables schools and authorities to highlight the existence of the "common core curriculum".

The curriculum notation system does not answer all the question

Schools do not provide the foreign language skills needed in industry and commerce," according to the latest journal of the Modern Languages Association.

Mrs Cynthia Morris, a lecturer in French at Leeds Polytechnic, says that schools should take more account of the world of work.

After surveying 720 jobs in which a knowledge of languages was specified, Mrs Morris says: many more people would benefit from studying languages in the sixth form, besides those who specialise in the arts.

Only a small proportion (32) of the jobs were translating. Over half were secretarial jobs, though a good number were technical, scientific, industrial or commercial.

French and/or German were the languages most often called for, or, as one employer specified, "Grench".

But while the demand for linguistic skills is increasing, says Mrs Morris, the numbers taking A level is on the decline.

The subject has lost 15 per cent over the past ten years, though in French declined by 2 per cent.

Mrs Morris blames the irrelevance of the present language syllabuses and the lack of extra levels and says teachers and exam boards should concentrate more on everyday communication in a foreign language.

"The present A level forces language syllabuses with the traditional language and literature approach to suit many students who are likely to find a continued study of languages beneficial."

Modern Languages, Vol LXI No 3, 1980, f2.

Mr. James Prior, the Employment Secretary, is being urged to give special rights to teachers in the new closed shop code of practice now being prepared by the Government.

The Managerial, Professional and Staff Union group, which claims to represent 15 million professional people, has urged him to include a four-point plan which would include both unions and employers in recognizing that teachers and lecturers may feel membership of a union is "incompatible" with their job.

Mr Wilfred Aspland, the group's treasurer, said: "Educational professionals of the teaching profession should be likened to that of the freedom of the press. It is crucial that the form of the new code should be especially in young persons, is free from undue pressure."

Moves to disband the pressure group PRISE—the Programme for Reform in Security Education—were dropped during his annual conference last week. The executive committee announced that a substantial increase in membership during 1980 had changed its view.

Islington Green head and PRISE committee member Miss Margaret Madeo said, "The comprehensive system is in greater danger than ever before and PRISE clearly has a key role to play not just in defending comprehensives but

lens would be solved, he said. The NSPCC is short of £1m to meet an anticipated £7m for the current financial year.

Dr Gilmour warned that unless the extra money could be raised, cutbacks in already inadequate services would have to be made. "I fear that the outlook for hundreds of abused and neglected children is extremely bleak," he said.

The NSPCC has helped more than 81 million children since it was founded, and last year, 53,000 children were involved in the casework.

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Stringent new measures including shorter "sharp shocks" and an increase in the power of magistrates to imprison young delinquents are contained in the Government's White Paper on young offenders published last week.

Magistrates will be able to sentence young male offenders to a "short, sharp shock" in a detention centre for three weeks instead of the present three months without pay, with a new maximum of six months for females. Instead of six months for females, the present limit is 12 months. There are no detention centres for young women and none is planned.

The courts also will be given the power under a new residential care order to remove juveniles from their home for up to six months if they carry on offending. A new sentence of youth curfew will limit the hours of curfew and imprisonment for all those under 21; given custodial sentences of more than four months. A training regime is guaranteed for offenders given short to medium term sentences of up to 18 months.

The Government hopes to announce details of non-custodial measures by virtue of the courts a

Far-reaching changes to the way Oxford University selects its students are proposed in a working party report being considered by the colleges.

All open scholarships should be abolished and the entrance examination reduced to one paper, the working party says. It was chaired by Mr Oliver Taplin, chairman of

who work can really do all the things done by mothers who do not. The myth of the mother always able to cook cakes for the junior school party, always at home if there is an unexpected school holiday, standing ready to take the child from school if he has a headache . . . this myth dies hard, and teachers especially (and very understandably) are anxious to keep it going, to the extent of making the working mother feel that if she cannot come up to the standard expected. If the myth is to die, then there must be an end of the jokiness, and everyone must come to take it for granted that there is going to be no more special demands for mothers of children, not all of which will conform to the cornflakes-packet image of the cheerful/united family. Of course, teachers recognize this now; but they tend to deny it to themselves, and to the mothers of themselves.

The gloomy truth is that things will never be much better for working mothers until we can eliminate the widespread belief that babies ought to work. It is because many people deeply believe this, that they have not quite the face to articulate their belief that no government will get far in legislation to lower the compulsory school age, or more fully, to make it possible for the funds to local authorities for the establishment of nursery schools. For more important than shortage of cash, there is a shortage of will in this area. And it is not only men who are blase, but women of course. Nor are stories enough about baby-minders.

I believe that it is of the utmost importance, 'not only for the sake of young women, who should be able to work, but for the sake of the nation, which needs a large

the qualifications and the essential energy to do so (and who ora we to suggest that these advantages can with impunity be "wasted"), and still more for the sake of the children, who are so much more likely to be nursery school, proper crèches, and people prepared to perform both regular and emergency services, for families whose mothers are at work. But this was not the case about the vision and imagination which will change people's minds, and make them, once and for all, abandon the idea that a working mother is a kind of a sign of pity, or, worst of all, a selfish and careless non-feminine woman.

The happiest change to remember is that tenuous change, though slowly. I started to work in 1949; the first married Fellow of my college (or rather the first Fellow married with a child and a husband). The birth of my first child, the next year, was greeted with embarrassed archness. By some amazing accident, which turned out, well, as a mild joke with Kate, I was asked to ask after her, as they conscientiously did, while making it sound as if they were talking about a cat. Next year I had another child and, pushing my luck, called her, after the fashion of the times, after a fortune could not be expected to go on. However, by the time my third child was born, even if animal inspiration had run out, times had changed, there were others, my predicament, my own child's child, and the inescapable topic of conversation, whatever their names. But I rather, my own prejudices. I bete the hobit, imported from America, of referring to women in professional and literary circles as "Mrs. So-and-so." I bete Warnock, whatever anyone may say. And when the other day, in this very paper, while describing (wrongly), what Warnock thought, the writer went on to say something about what he (Warnock) could have meant, my rage knew no bounds. One day parables things will radically change: mothers may work with impunity, and women may be referred to as "Mrs. So-and-so." But alas, that day has not yet come.

The Ealing branch of the National Union of Teachers has accused the borough's education committee of discriminating unfairly against the Sikhs. At a meeting on 12th July, it has expressed approval of the committee's decision last month not to sell a school to the Sikhs for conversion into a voluntary-aided Sikh establishment.

Two days later, on 14th, Mr Mark Carlisle, Education Secretary, gave the go-ahead for long-standing arrangements to convert another high school into a Church of England school and Ealing had agreed to sell it to the London Diocesan board of education.

"Failure to follow the precedent in the case of the Sikh proposal creates the inescapable impression of discrimination against the Sikhs in the Church of England," the union statement says. On the other hand,

Jazz musician Ronnie Scott, horn-player Christopher Hogwood and winner of the BBC Young Musician of the Year competition, Nicholas Daniel, will be this year's guests at the Schools Forum held next month at the Albert Hall.

As a special "preview", excerpts from last year's concert will be broadcast on BBC2 on Monday, October 20; Tuesday, October 21; Thursday, October 23 and Friday, October 24.

Commitment of some local authorities to teaching Welsh is being let down by the policies of schools, says a document from HM Inspectorate in Wales.

In implementation of policies on the teaching and use of Welsh the inspectors say that in some schools the aim of the local authority is pursued with vigour to ensure high levels of attainment. "In other areas, however, there is room for improvement to ensure that practice in the field matches the author-


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NEWS

Hilary Wilce reports on
the Middle East job boom

Mad dogs and English teachers

If recent staffroom gossip of The TES has had holes clipped in their back pages and colleagues spend their lunch hours reading Arabian Sands, the news must be spreading that get-rich-quick opportunists for teachers are on the increase.

But if you want to make a lot of money out of teaching it is best to be male, footless and fancy free. A young man without a wife, but with an English as a foreign language (EFL) qualification and some teaching experience can now command a five-figure, tax-free salary, with perks, by heading off in the ungenial but lucrative Middle East.

Women teachers tend to be less welcome in the stricter Muslim countries, but there are some opportunities for teacher couples, and women can also find financially rewarding posts in other parts of the world.

Recent jobs advertised in The TES have included British Aerospace recruiting English teachers for Saudi Arabia. "In your first two years you can earn at least £24,500 tax free"; Cable and Wireless recruiting multi-media and physics instructors for the Sultanate of Oman Armed Forces... a terminal gratuity of about £5,000 will be paid at the end of contract.

Attractive jobs have also been on offer recently in other parts of the world. This year the Crown Agents for Overseas Governments and Administrations has recruited 41 secondary teachers, in subjects from maths to geography, for Brunei, in Indonesia, with salaries of "up to £10,000 pa tax free". Other well-paid jobs can be found in the Far East and in Latin America.

Agents recruiting teachers for private overseas jobs report that the market is expanding. Mr C. M. Wilton, managing director of Cobaltas-Thring Ltd, says that the secondary school sector, in particular, is growing, citing specific English-language schools in Malaysia and Saudi Arabia which are in the process of expanding into secondary schooling. "We expect to pick up a lot of jobs over the next few years from schools which we know are planning to become secondary schools." There is also a growing market in jobs funded by international agencies such as the World Bank.

But the number of education jobs funded partly or wholly by the British Government under the national aid programme has gone down from about 7,000 about five years ago to just over 4,000 at present. The figures reflect a growing trend, throughout the aid programme, towards sending out more senior personnel to key posts where their influence will be widespread. A handful of teacher trainers, vocational training specialists and curriculum experts are today replacing large numbers of primary and secondary teachers.

Salaries of these Government-paid positions are on the whole less instantly attractive than those offered by private employers. Salaries are paid, and taxed, on the spot and then an additional tax-free supplement is paid into the teachers' United Kingdom bank account.

The good life? Large petrol guzzling American cars on Riyadh ring road, Saudi Arabia.

So, a secondary school teacher working in Malawi might get paid £2,400, with an additional supplement of between £3,000 and £5,000. A primary school teacher working in Kenya in the Pacific, might be paid £2,000 locally, and supplement of between £4,000 and £6,500.

But the package of accompanying allowances can make such jobs a better financial bet than jobs with a more flashy salary label. Boarding fees of up to £1,500 for the first two children, plus a lower rate for subsequent children, are paid, as are employer's superannuation payments.

In addition, the relative security of a job obtained through official channels (the British Council offers a guaranteed contract to most of the teachers it recruits, even if it is only acting as a recruiting agent) can be worth a fortune in terms of peace of mind.

A steady trickle of letters arrives in The TES office from teachers and lecturers who have had bad experiences overseas, either because they have not been paid, or because conditions were not at all what they were led to expect.

While it is impossible to take the entire risk out of going to work abroad, it obviously makes sense to check carefully what salary is to be paid, when, and in what currency, and with what additional benefits. Written contracts should be signed and, if possible, local conditions should be checked out with people who know the school in question, or who at least know the country.

But everything has its price, and the higher the salary the higher the personal price is likely to be in terms of dust, heat, flies, boredom and culture shock. As a briefing manual for teachers going to Kuwait tells it: "Summer is extremely hot, with temperatures reaching... cars are driven but crushed frequently... there are no nightclubs... Kuwait has little to offer... Teachers underpaid by local authorities and anxious to make financial most of their private world do well to get a good qualification."

Although there are opportunities for a wide range of primary secondary teachers abroad, the majority of jobs are for language teachers, and most employers prize either the Society of Arts certificate in teaching English as a foreign language or a post-graduate educational qualification with a special EFL emphasis. An increasing number of colleges and universities are offering such courses and the British Council has details.

Brief List—Academic Council Great Britain relevant to the teaching of English to speakers of other languages and Teaching overseas (general introduction) both available from the Overseas Educational Appointments Department, the British Council, 65, St. James Street, London W1P 2AA.

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Researchers have a hard time finding guinea pigs

by Bert Lodge

Teachers' reluctance to fill in and return questionnaires is one main problem of the educational researcher, a report says this week.

It recommends local committees composed of employers and teacher unions to monitor the amount and nature of research on teachers.

The suggestion is made by Mr Keith Baker, a member of the School of Education at the University of Liverpool, in a report which evaluated the national induction scheme that ran from 1974-78 in Liverpool and Northumberland.

In a report on problems of evaluating in-service training, Mr Baker writes that "the most common legal authorities (Liverpool and Northumberland) which had been given large Government grants for action programmes to benefit new entrants to the profession, almost one-third of these most closely involved did not assist the central evaluation team's first approach by questionnaire."

could just as easily be teacher reluctance to complete questionnaires in general.

But Mr Baker defends teachers in a book position in relation to research and evaluation projects. "They are asked to carry out the hard work in the action programme and are cast in the role of guinea pigs to be studied by others."

They are rarely involved in the evaluation side of projects except as respondents to time-consuming questionnaires. Since they seldom receive extra allowances of time for their involvement with research there is frequent intrusion upon their private time.

Worse still, the demand for their involvement in research and evaluation activities has increased, partly through the greater number of students now completing research theses and partly through the teachers' own demands for more directly relevant school or classroom-related research.

Silent protest over jobs threatened

A silent vigil is to be staged by teachers outside the next meeting of Cheshire County Council as a protest over the education authority's plans to cut £4.8m from its budget next year and axe nearly 1,500 teaching jobs by 1985-86.

The vigil will be mounted by members of the National Union of Teachers who are on half-term holiday on the day of the meeting. They say that the cuts will bring the education service in Cheshire to "crisis point" with fewer classes and extra, music, craft and languages being dropped from the curriculum in some schools.

Achievement award for handicapped

If you have been impressed by the courage and determination of a handicapped boy or girl, the Spastics Society would like to hear from you.

The society is asking for nominations for its annual Achievement Award which gives prizes for the bravest or most outstanding effort made by children between five and 16 who have been handicapped since birth or by the age of five.

A silver cup and £250 go to the winner, with a second prize of £50 and a third of £25.

Nominations giving as much detail of the background and achievements of the candidate should be sent to Mrs Nina Heycock, 35 Harrington Gardens, London, SW7. The closing date is January 17, next year.

Lunch token plan angers mealtime supervisors

by Richard Garner

A row is brewing in Surrey over a plan to axe free school meals for teachers on lunchtime supervision duty and replace them with a 60p token instead.

The teachers' token will leave them without enough money to buy their usual two-course meal—with a traditional cup of tea or coffee to follow.

Mrs Kitty Lloyd, secretary of Surrey County Teachers' Association of the NUT, said: "With the new catering system in secondary schools, I have been told that a scotch egg for instance costs 44p and a portion of chips 16p—so that now, would be all a teacher could afford."

Also the size of the portions has been cut. A 16p portion of chips contained only 12 chips and you will find many teachers deciding not to do lunch time supervision

and going to the local fish chip shop for a better meal instead.

The teachers are also angry that the token scheme applies to children entitled to free school meals and claim it therefore marginalises them and means they are unable to afford the most nutritious meals. The NUT has written to the county council, urging it to reconsider the scheme which was introduced at the beginning of this year.

However, officials of the council believe it is all a matter of a token. An official said: "We are in no sense introducing a token. There is no saving element. Our advisers felt the 60p meal of a similar standard to meals they had formerly had."

The county council said it would accept the letter of protest but would consider when it arrived.

Cuts create poverty trap for parents, say social workers

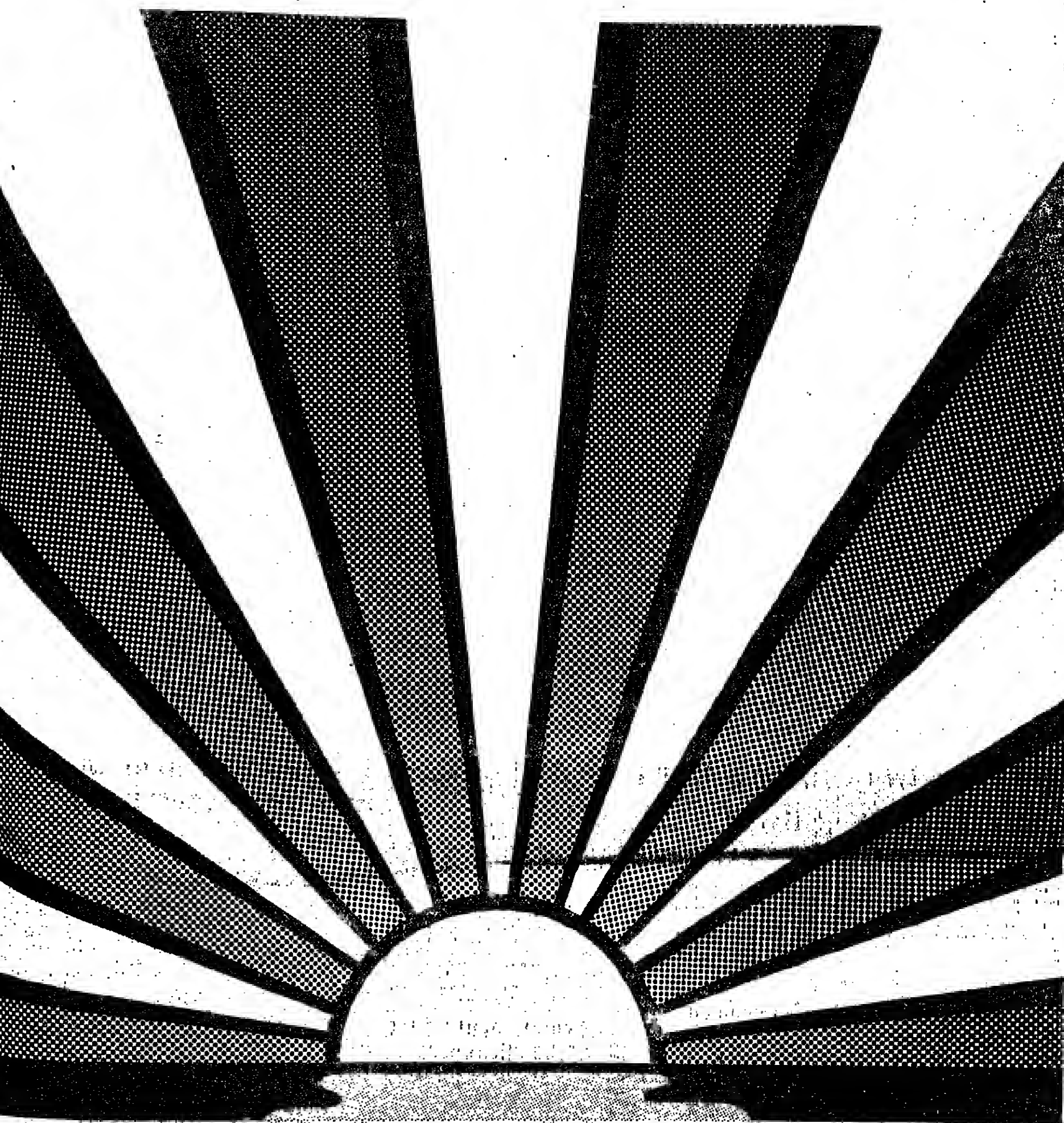
by Diane Spencer

Education social workers are worried by the number of children being kept out of school by parents who cannot afford clothes, transport and meals.

Mr Will Turner, president-elect of the National Association of Social Workers in Education, claimed last week that the education of thousands of children was suffering because of cuts in public expenditure and the effects of the new Education Act.

He argued that benefits are not being tested or where money came from supplementary benefits, family income but unemployment benefit is the amount. "In the end it is the who suffers."

His association is carrying a survey, which may be ready by Christmas, on the effects of cuts on poor families. Many local authorities are giving discretionary grants for clothing and shoes. When money is scarce in a family, parents think of education, and if they cannot afford clothes or meals they send him to school.



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Of course Japan isn't our biggest market. But it is one of the most competitive. If you can sell to the Japanese, you can sell to practically anybody.



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School to work

It has taken mass unemployment to persuade the established broadcasting organizations that teenagers need more from them than round the clock pop. In the week that the BBC hurries to repeat its surprisingly successful

campaign to find youngsters' jobs, Jeremy Isaacs, the man who will be running the IBA's Channel Four talks to Mark Jackson about what the new network could do for them in other ways.

New channel may fill the TV gap for school leavers

Channel Four may become the vehicle to extend education for school leavers. Much of the new network's educational broadcasting is likely to be aimed at them.

Mr Jeremy Isaacs, named last week as the new network's chief executive, sees this as the fulfilled gap in educational television. He told *The TES*: "With schools and higher education already served by the established channels, the specific contribution could be provision for the school leavers, who have been largely ignored."

The new channel has in full seven hours of educational broadcasting— all of it outside school hours— which is more than twice as much as the time allotted to adult education by the present commercial television network. To devote much of this to programmes for teenagers would seem to be in line with the channel's declared aim of catering for large minorities.

Mr Isaacs has no doubt that young people are a minority group in this sense, for whom a lot of current television fails to cater. Giving as an example his own teenage son and daughter, he says: "It's not that they don't like television, it's just that much of what is screened strikes them as irrelevant and fuddy-duddy."

Catering for the under-25s does

not always mean making programmes aimed exclusively at them, he said. Entertainment and general interest programmes can be shaped so that they appeal to the young as part of an all-age audience—and are likely to be better for it, he added.

He favours a similar diffusion strategy for education—trying to get more educative content into programmes generally rather than concentrating it into programmes labelled educational.

However, successfully the new network induces general programme-makers to include both broad educational content and youth interest, Mr Isaacs believes it must also offer something to those who leave schooling early. "I personally believe that it should be very much our priority to help them continue their education," he says. "It will be the subject of 'careful consultations' during the two years of planning before the new network starts broadcasting."

Mr Isaacs' ideas fit closely with the new Independent Broadcasting Authority strategy for adult education—which is unsurprising, since he served on some of the working bodies which devised it.

The new arrangements are intended to make adult education part

of comprehensive education packages, which include printed material, discussion or study groups, and follow-up projects. They are also aimed at helping to get education out of its specialist ghetto.

A condition of the new franchises for IBA's existing network is that all television companies appoint community education officers. They will be responsible for tying in local activities to educational programmes. A new IBA Unit will link programme makers with national voluntary agencies and educationalists.

The IBA believes that through an annual conference it can get the companies to agree to produce not only the educational programmes it wants but general interest programmes with an educational purpose. Its officials say that if persuasion fails the IBA is prepared to issue mandatory instructions to one company or another to make and screen a programme—but they admit that many programmes could end up on Channel Four because nobody else is prepared to risk low ratings.

Mr Isaacs, too, pins hope on the new central unit which he says will be able to feed material and ideas to programme-makers throughout television.



Olympic place for mechanic

Apprentice mechanic John Greame Bailey (right) receives his overall British win in the 1979-80 Skills Testing Programme from Bill Norris, UK representative for VOTE, the society which organizes Britain's entries for the International Skills Olympics. Bailey, who works in an Eastbourne garage, will compete in the national Olympics in Atlanta, Georgia, next year. The road has been one of the few in Britain that has developed skill testing for apprentices.

About 3,000 plucked jobs out of the airwaves, survey shows

The BBC's month-long radio campaign to help unemployed school leavers got around 3,000 of them to suggest a survey, carried out by the corporation.

Thirty thousand youngsters contacted the BBC or the eight regional telephone teams, staffed by the Manpower Services Commission during the campaign. Of the 1,200 who were sent a postal questionnaire, one in 10 got jobs.

The results corresponded closely with a survey of 41 companies out

of the 250 firms who notified vacancies in the MSC. The firms had interviewed 636 of the 1,077 young people referred to them, and gave jobs to 117. This week the BBC ran a short follow-up campaign.

Although the national radio campaign again ran daily bulletins, discussions and phone-ins throughout the week, the main emphasis was on local radio, with all of the 21 BBC stations running their own programmes, linked with MSC regional referral centres.

'YOP not a soft option for sponsor'

The Youth Opportunities Programme, being transformed into a genuinely vocational and positive work experience for young people, claims Mr Jim Lester, junior employment minister.

He told a meeting of North London businessmen, however, that a great deal would depend on the co-operation of firms and of the

community in general.

"YOP is not a soft option for the sponsor," he said. "We look to him to contribute to a young person's capabilities as well as to benefit from them. We hope the experience of YOP and its objectives will cause employers to think about their own training standards and improve them."

Pay young workers equally, say Tories

The moderate Tory Reform Group wants all school leavers' pay to be taken out of the collective bargaining system. It proposes that young workers, apprentices, and those in the Youth Opportunities Programme should all be paid the same low statutory allowance.

The proposal is put forward in a discussion paper on youth unemployment, released at a press conference at Brighton this week on the day that Mr James Prior, the Employment Secretary, addressed the Conservative conference. The paper was presented by one of Mr Prior's former assistants, Mr Richard Needham, MP for Chippenham.

The group says that young people are thought to be a poor bargain, and pictured as often little more than semi-literate, semi-unemployed, not always reliable and unskilled leavers' marketability. It

"positively damaged" by high starting rates, since employers find it less risky to take on mature women. Instead of the present "chaotic system" of remuneration, suggests the group, there should be age linked allowances pitched at a level to provide subsistence and a little pocket money.

The group suggests that this system would enable apprenticeship to be expanded to cover a much wider range of occupations, and point to the Continent where, they say, low apprentice pay means that employers are much more ready to accept youngsters.

Cooperation between schools and colleges, employers, and unions, to establish a much more diversified and flexible 'apprentice' system covering most industries and occupations could achieve a 50 per cent entry "not necessarily at great cost".

The proposal to take workers' pay out of the collective bargaining system will not be enthusiastically received by many who are to consider some form of apprenticeship along the lines of the discussion paper outline.

Unions will argue that most apprentice pay is already well below level for unskilled workers of some age, whose pay levels fall enough if they were brought into a wider apprenticeship system. And by falling the attention to the distinction between collective bargaining over which the more progressive might be prepared to sacrifice bargaining over conditions of end safety and training.

Unions are also likely to be concerned, the group has ensured, a hostile reception to the TUC as a whole.

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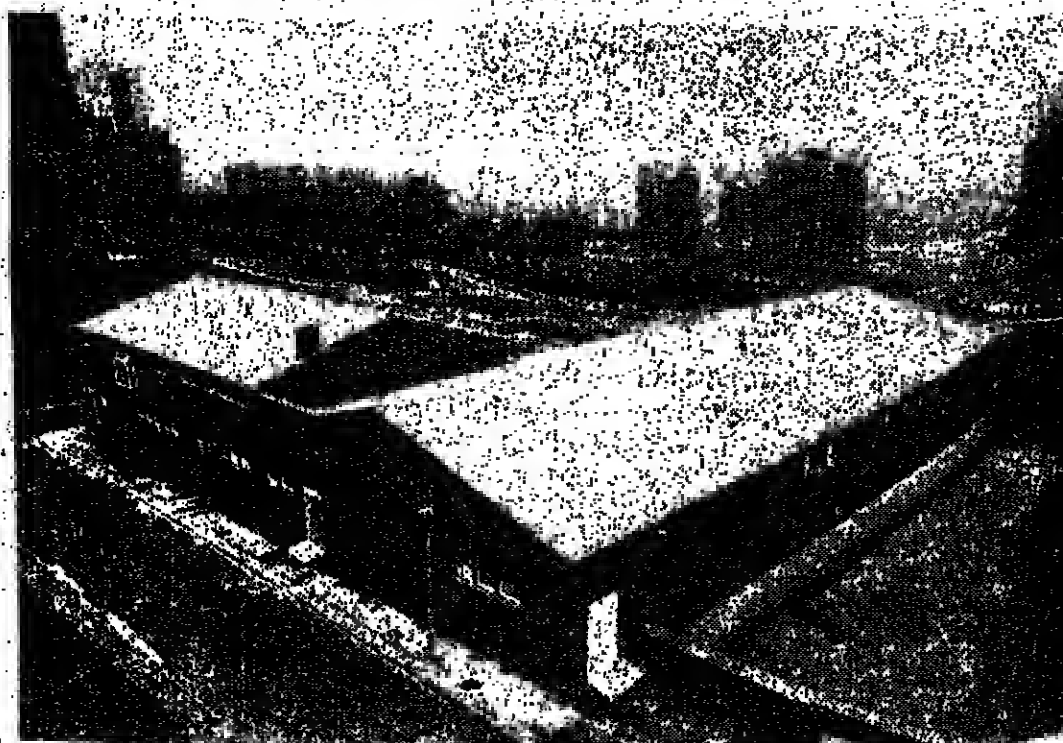
Firms ranging from £50 to £500 in each of two age groups (under 25 and under 19) will be awarded for essays on the following subjects:

Senior: "Have the Courts proved the best bulwark of our Freedoms?"

Junior: "Should the powers of the police be increased or diminished?"

Judges will include: Lord Scarman, Miss Chittick, Alan Barker, Canon Graham Routledge and Norris McWhirter.

The closing date for entries is 31st December, 1980, and full details may be obtained by sending a stamped and addressed envelope to The Secretary, The Ross McWhirter Foundation, 2 Lord North Street, London SW1P 3LB.



Allston House Sports Centre built by redundant apprentices as part of a 'Construction Industries' Board Community Project' scheme and opened recently by Mr Leslie Kemp, chairman of the CILB.

OVERSEAS NEWS

France

Premier fails to stem campus fury over cuts

by Jane Jessel

PARIS

Intervention by the French Prime Minister, Raymond Barre, in the run over the universities' "internationalization" programme has failed to calm the fury of the university world. Although he has restored some courses and dismissed which had been cut, and outlined a new independent policy for higher education, the Prime Minister in effect approved the decisions announced in July by the Universities Minister, Mme Alice-Sauvageur-Séité (T&S, August 8).

In her programme the Minister announced substantial cuts in the number of second and third degree courses (those which follow an initial degree and lead to higher

qualifications including the equivalent of licentiate and masters degrees) on offer or planned by the small to medium, mainly the newest, universities. The courses hit were mostly, but not entirely, in the human and social sciences.

Apart from the severity of the cuts themselves, the universities were embittered by the Minister's unilateral action and lack of consultation, which they saw all too clearly as pointing to recentralization of the universities which have enjoyed greater autonomy over the past 12 years. They were particularly upset by the withdrawal of their rights in awarding certain degrees, especially in engineering. These rights will in future be confined to the grandes écoles, justifying her decisions during a

television interview, Mme Sauvageur-Séité maintained that the cuts would hit only about 3,000 students (union estimates said up to 20,000), mainly in sociology and psychology. Her decisions, she said, were taken after an extremely serious study which did not overlook the interests of French science.

The reorganisation was necessary for the sake of "quality" and "competition" and to avoid the danger of awarding "devalued diplomas", asserting that there were "certain countries which no longer recognize French qualifications". Following widespread protest from all sectors of university life, M Barre called a meeting in August with university presidents (equivalent to Britain's vice-chancellors), whom Mme Sauvageur-Séité had refused to see. As a result of the

meeting, the Prime Minister ordered a re-examination and re-consideration of each university's position. After this exercise, however, at a subsequent meeting with presidents on September 18, the Prime Minister made only limited concessions to the universities. The right to award the engineering degree, considered sacrosanct by the presidents, was restored in some cases, but overall, of 576 third degree courses due to be cut—164 of them regarded as essential by university authorities—only 49 were repleveled. In the second cycle, 25 out of 200 courses were saved.

Referring to the small universities the Prime Minister stated simply that they must "specialize in certain subjects and at certain levels". But M Barre also gave particulars of the Government's future plan for the universities—which apparently contradicted the policy of recentralization put into practice by Mme Alice-Sauvageur-Séité. He said he hoped the policy would reassess the independence of the universities. They would, in effect, compete with one another, creating their own diplomas and in some extent providing their own resources.

But in the short term, M Barre is aware that the cuts risk alienating all sectors in higher education, including "the moderates". In case he forgets, more than 60 eminent intellectuals have launched an appeal for "mobilization of the universities" against Mme Sauvageur-Séité's decisions, and last week about 3,000 university staff and students held a protest demonstration in Paris.

Arab world

ILO report attacks white-collar monopoly

by John Gretton

Education in the oil-rich Arab states, from Libya to the Gulf, is geared to preparing students for sinecure government jobs rather than for productive employment.

Either it is Koranic, and therefore taught in the Arabic language of classical Arabic, or else it is modelled on the modern Egyptian system, which puts on undue emphasis on university education, and the preparation of students for clerical or administrative posts.

These are the conclusions of a recently published study by the Geneva-based International Labour Office (ILO), International Migration and Development, in the Arab Region, by Stacey Birks and Clive Sinclair. The authors, both from Durham University, look at the massive influx into the rich Arab states of workers from poor Arab countries, following the oil-fueled development boom beginning in the early 1970s.

One result has been to distort the development of human capital. According to the study, Arab states repeatedly emphasize the difficulty of getting reliable statistics in 1974 only Kuwait, with a literacy rate among 15-year-olds of 55 per cent, came anywhere near the top in a ranking of major Arab states by literacy rates. Saudi Arabia, Arab Emirates (UAE), with 20 and 14 per cent respectively, came close to the bottom of the scale.

Standards, as measured by that basic indicator, may have improved dramatically since 1974, as some states, particularly Saudi Arabia, have invested heavily in educational facilities. But the authors believe that excessive reliance on Egyptian curriculum, teachers, administrators, books and methods will in the end prove counterproductive.



Arab students... too many prepared for local government or administration.

In most of the countries studied the system was biased towards art and literature, with university education as the only pinnacle of the pyramid. Courses were essentially repetitive, with the same blend of subjects being studied at each educational level, but at a higher standard. The emphasis was on memorizing facts, rather than on initiative or creativity.

In the oil-rich states, according to the study, even the "failures" of the system who might gain some vocational or technical training, are absorbed in the local bureaucracy, where pay and conditions, for nationals, are even better than in the private sector, which is effectively reserved for migrants from other countries.

In 1975, taking Saudi Arabia, Libya, Kuwait, the UAE and Qatar, there was an average of one migrant worker for every employed national; in Qatar alone, the ratio was four and a half to one. The authors reckon that, in five years' time, there could well be three foreign workers for every two employed nationals.

Birks and Sinclair also point out that the same deficiencies in the educational system that are depriving the oil-rich states of professional and technical skills of their own, are having an equally disastrous effect on the poor countries which are supplying the manpower. They argue that the essential skills for development are being ignored, as a combination of lack of opportunities at home and the higher wages being offered in Libya and the Gulf states.

A striking example is Egypt, which, with more than 600,000 workers abroad in 1975, was the largest single exporter of manpower. Though the vast majority of these were unskilled labourers, they included most of the relatively few skilled and semi-skilled workers thrown up by the educational system. The agricultural and manufacturing sectors were both so huge, and the whole system so rigid, that the private sector was too small even to hold these skilled workers in its country, or to replace them, either by attracting upwardly mobile skilled workers or from other countries.

The authors are pessimistic for both oil-rich and poor Arab states. As they point out, changing the educational system that has been in operation for 10, 15 or 20 years is difficult, if only because parents will have acquired strong aspirations reflecting those of the existing system.

Australia

Governor-General calls for legal studies in class

by Bill Purvis

SYDNEY

Australia's Governor-General, Sir Zelman Cowen, has called for law to be taught in secondary schools. Sir Zelman, aged 60, was Vice-Chancellor of Queensland University before his appointment as Governor-General in December 1977.

A former professor of public law at Melbourne University, he told graduates at Sydney University that courses in law should be at secondary schools should aim to develop legal understanding and appreciation of law as a social institution.

Such courses introduced in some schools in Victoria in 1972 were now being taught in the final two years in the state's many high schools.

The Governor-General said it was a difficult subject to teach but was rapidly gaining acceptance in Victoria high schools where it was now the fourth most popular subject in terms of student numbers.

Meanwhile Australia is to fund a training programme for secondary teachers in the island of Tonga as part of its development assistance to the South Pacific region.

Andrew Peacock, said the training programme would run for two years with the first 150 teachers starting their training this financial year.

Mr Peacock and the training assistance had been reported by the Tonga Government to be established a fund in 1977 to contribute significantly to the preservation and development of Tongan culture.

The main beneficiary of the fund is the former territory of Papua New Guinea. A five-year old programme due to end next year will have cost Australia more than \$A100,000 (\$500m) by then.

OVERSEAS NEWS

Netherlands

All-round cut in salaries aims to reduce ministry budget by £60m

by John Richardson

THE HAGUE

Most employees in jobs funded by the Ministry of Education and Science must take a salary cut in 1981, according to the recently announced budget.

Teachers and university lecturers earning over Gld48,000 (£9,000) per year must take a cut of 2 per cent and those getting between Gld24,000 and Gld48,000 a reduction of 1 per cent. Employees in education earning up to 24,000 fl per annum, the average Civil Service wage, are not subject to the cuts.

The Minister of Education, Dr Arie Pels, plans to save Gld265m (£50m) by these salary reductions. All Dutch ministries have had to cut back their 1981 planned expenditure in one of the most determined attempts to chop government spending since 1945.

The Education Ministry's share of the cuts in the general austerity budget comes to Gld306m (£70m), representing some 14 per cent of the total 1981 education budget of Gld22.8 billion (£5 billion).

The 1981 education budget is 4 per cent higher than the budget for 1980. This small increase does not keep pace with the Dutch inflation rate of between 6-7 per cent per annum.

According to the Dutch Ministry, the level of educational spending for 1981 has been largely determined by the demand for education and the average cost per pupil/student.

In 1981 numbers will drop, but the demand for special types of educational provision in an ever more complex high technology society will rise.

Average expenditure for each learner will go up in association with the fall in roles, the development of facilities and increase in salaries which are usually closely linked to the rate of inflation.

Salaries form 85 per cent of the education budget, and despite the cuts the increases in the 1981 salary bill will be the main reason for rises in per capita costs.

The Dutch teachers unions intend to fight the salary cuts and have called for strike action. Their position is not strong, however, as the savings have been forced

on the Minister by his Cabinet colleagues and without economizing on salaries, he would have few options but to cut into staffing levels at a time of considerable, and rising, teacher unemployment.

Announcing measures to deal with the employment problems simultaneously in giving details of the budget, the Minister announced the restricted entry regulations for the teacher training colleges, less overtime for teachers, and the setting up of a central educational job market bureau, in which teachers must apply for posts and for retraining.

More positive policy priorities outlined include a new building programme for teaching hospitals, the new combined infant/junior basis schools, education for cultural minorities and female emancipation and projects for eradicating the provision for the disadvantaged in secondary education.

It is thought that the Minister surprised his Cabinet colleagues and even his own secretaries of state, by announcing that the maximum cut of 2 per cent would apply to his own salary and those of his junior ministers.

West Germany

Aptitude tests brought in for country's future doctors, dentists and vets

by David Dungworth

WEST GERMANY

Aptitude tests have been used for the first time to select some of the students who have begun their studies in medicine, dentistry and veterinary surgery at West German universities this term.

In mid-August 6,000 candidates at 100 centres throughout the Federal Republic spent five-and-a-half hours working out the answers to 280 multiple choice items set by the Institute for Test Research in Bod Godesberg.

They were competing for 1,200 of the 3,000 vacant study places in the three medical disciplines for the winter term 1980-81, 950 in medicine, 150 in dentistry and 100 in veterinary surgery.

The top 120 participants have been admitted on their test results alone. The remaining 1,080 places have been awarded to candidates with the best combination of marks in the aptitude test, the grammar school leaving certificate, and the last, the former counting for 55 per cent and the latter for 45 per cent.

The introduction of aptitude tests is the main innovation in a complicated restructuring of the selection process for the three medical disciplines agreed by the provincial education ministers in response to a judgment made by the Federal Constitutional Court in 1977.

The changes are designed to get rid of the antiquated backlog of applicants waiting for admission and to increase the chances of applicants with poor school marks.

Previously, as in all numerous other subjects, 60 per cent of medical study places have been allocated to the candidates with the best school grades and 40 per cent to those with the longest "waiting times"—that is, the period which has elapsed since a person made his first unsuccessful application.

In recent years there have been more than 50,000 applicants for the 15,000 places annually available and waiting times have now grown to four years in veterinary surgery, five years in medicine and seven years in dentistry.

Under the new system a special admissions quota, weighted in favour of those who have been waiting longest, has been established for applicants who obtained the aptitude before September 30, 1978. This will be progressively reduced from 20 per cent of the places to be filled in 1980 to 10 per cent in 1981, 5 per cent in 1982 and none after that.

Ten per cent of all places in medical subjects are earmarked for the school-leavers with the highest school marks irrespective of other criteria. A further 25 per cent will be reserved for foreign students, hardship cases and well qualified people who do not have the aptitude.

By 1982 most places will be allocated by means of a lottery which will also be related to achievement. Applicants will be divided into 32 groups according to their aptitude marks and those in the top group will have a five times greater chance of being admitted than those in the bottom group.

Israel

Christians get state funding

by Benny Morris

JERUSALEM

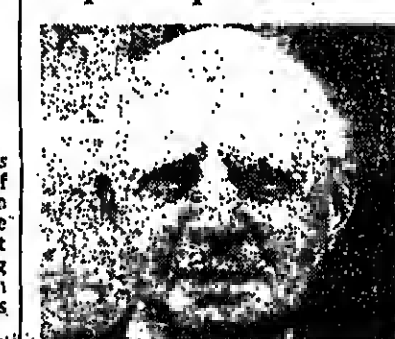
For the first time, the state will fund the running of Christian private schools. This follows the signing of an agreement last month between the Education Ministry and the Greek Catholic Church.

Six schools are affected with 3,000 pupils in the Galilee and Haifa districts. They are now designated "independent and recognized" and so qualify for state subsidies similar to those received by Jewish orthodox schools outside the state system.

Under the agreement the state will pay 80 per cent of the teachers' salaries.

In brief

Japan's problem



• Alec Dickson

Japan is reluctant to identify and discuss social problems. Dr Alec Dickson, honorary director of Britain's Community Service Volunteers, said on a recent visit to Japan, and although the small national volunteers' association is doing a "valuable community work" job with the physically handicapped, the organization seemed less keen to help the mentally handicapped. Dr Dickson's ideas "shook people up considerably", according to Hisashi Kuroki of the Japan Youth Volunteers Association. In Japan it can still be regarded as shameful to be the parent of a handicapped child and many state schools refused to enrol such children.

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By 1982 most places will be allocated by means of a lottery which will also be related to achievement. Applicants will be divided into 32 groups according to their aptitude marks and those in the top group will have a five times greater chance of being admitted than those in the bottom group.

Dutch research

Dutch researchers are to look into ways schools can help counteract the effects of television violence on young children. A project about to start in Leiden will look at the extent to which children of different age-groups are acted violence as real, the effect of different types of programmes which include violent scenes, and the role parents can play in counteracting bad effects on children.

Australia's dismay

Australia's Commissioner for Community Relations, Mr Al Grassby, has complained that most school children know more about Davy Crockett or Stinky and Hoot than they do about their own historical figures. "Not one Australian child in a thousand has heard of the Toopuddle Martyrs transported from England in chains for founding a trade union," he said. In some ways that is a myth about the Australian history began, and ended with Captain Cook—who is still credited by some teachers with having discovered Australia.

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The task is not an easy one, but the alternatives are few, and the needs of pupils like Darren immediate and urgent. Without some tangible educational achievement behind them, however small, they will merely be more statistics in the dole queue.

Frank Flynn is deputy head of Victoria Primary School, Ilkington.

features

France are getting to grips with the nuclear debate

Rick Rogers

In addition, there are the British Nuclear Forum (BNF) and the British Nuclear Energy Society (BNES). The



nuclear waste through Gloucestershire.

The nuclear industry regards this as "strictly an educational role, and is very high-powered". One CEBG official says: "The public are even more naive than schoolchildren, so it is all pitched at a pretty low level." But an estimate across the industry annual PR expenditure of over £5 million does not sound like a low-level operation. And about

Many are from children doing general studies projects on energy, but some are from teachers after a visit from the CEEB links service or the Atoms for Energy roadshow. They want someone to come and put "the other side of the argument." Indeed, the purpose of the exhibition was stated in a speech at the opening. A top civil servant from the Energy Department called for "unreserved support for nuclear power."

None of this, of course, is new.

Power Information Group, 300
London, SW1P 4RD (01-834
Electricity Generating Board
House 15 Newgate Street, Lon
7AU (01-930 5454)

Anne Corbett



A black and white photograph showing a close-up of a wall. On the left, a portion of a 'DANGER' sign is visible. To the right of the sign is a dark, rectangular door handle or lock mechanism. The wall has a mottled, textured appearance.

inquiry at the protesting Brittany village of Plogoff under the control of an occupying army of police; even the prudent marketing move to suppress the name L'Hague on a Normandy butter—all these have their effect. As their recent poll shows.

proposed siting of a nuclear power station.



technological society in which we live.

One of the few stories in his collection which fits into this somewhat rigid category is Arthur Clarke's "The Wind from the Sun," and an affair about a space-age designer's frustrated ambition to yachting pulled in a solar-powered yacht, pulled by 50 million square feet of sail, 200,000 miles above the equator.

In Garry Kilworth's "Let's Go to Golgotha," a group of tourists are incorporated to the day of the Crucifixion, and with a knowledge of Hebrew (a knowledge surely fit, arrayed in suitable gear, and allowed in ungle and talk with the crowd— all of whom, however, turned up, spoo-travelers from a rival spoo-traveler's own favourite is "Ellenium," My. thot unster-croftian J. G. Ballard, who draws a realistically night-city vision of an overcrowded city where people are housed like battery hens.

With the exception of Bob Shaw's "Light of Other Days," the remaining contributions are mere examples.

By Pamela Bowen, project director

- to produce for publication, material of a relevant and contemporary nature which will both supplement existing GYST resources and offer

double-page spreads of material which focus on key ideas and explore them through text, photograph and statistical evidence. The books will have the added advantage of being

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terms with the world in which he lives and the problems he creates both for himself and other people. Understanding offers a chance for men to create a better world for

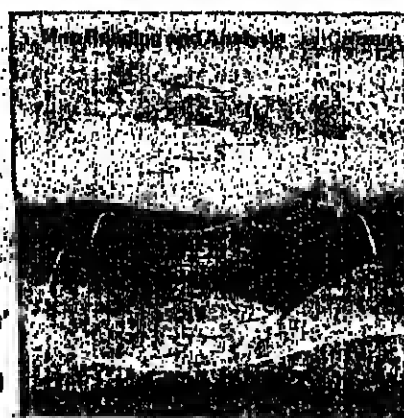
Some geographical reflections by an anonymous sixth-former

These outings entailed plunging into icy water in chilly November, making every kind of stream measurement you can imagine, struggling up breezy hillsides to test soil content, and very conveniently achieving the perfect plant species measurements while tossing our quadrat at random, a

of geography further. Of course the results we shall obtain shortly will be critical for universal entrance and since we know this we will also know the real degree of success of the A level course. That is, if success is measured by results. Perhaps the real criterion is the ways in which geography may have prepared us for later life or work. Only then shall we really know by a retrospective view five years hence!

L. G. Galbraith

This book provides a comprehensive and up-to-date introduction to map-reading skills and their application. It is simply and clearly written, and includes full colour extracts from Ordnance Survey maps. Numerous exercises serve to consolidate and test pupils' understanding.



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Stanley Jex on using the local environment for primary school geography

Every urban landscape has a story. The ability to letartrap that story is a skill which children need to acquire and this is best developed in their immediate surroundings. Their own landscape will tell them something about the world and tomorrow's man's struggle for a better life, his exploitation of the environment, his mistakes, with his efforts to correct those mistakes and his vision of the future. With this developing skill, the child will be able to find the cause and the influence of other environments in this country and around the world. There will also be a growing awareness of how today's environment has grown out of man's efforts in the past.

savannah century house built by a family who bought the land during the civil war, a railway built to bring coal into Lelcester and still serving the same purpose, a pack horse route with a bridge, an entrance to a Normen hunting forest. All these things are close to hand within walking distance. All of which can stimulate children to discover their own environment.

The children must go out into this environment and be stimulated by it. Their curiosity must be there. Children are naturally curious and only require the slightest encouragement for that curiosity to bubble over. Sometimes no more

of these observations in the memory, by drawings, writing, maps, graphs, in the immediate vicinity of the school. The materials can be seen from the ground and three others at a short distance. This is the children's work which will point the way to the materials are the main line slate, Welsh slate, clay tiles, copper and chert investigated.

The local slate has since made many times quarries, sat in a wood changed since that time, a journey.

At the primary stage of children's development, they need experience of the objects of their thoughts and through this process approach abstract ideas. It is, against this background that urban field studies in the primary school take place.

In the thirties entire surrounding our school are points of interest which are found in most urban environments: houses, streets, gardens, vehicles on the streets, people in the houses, a park, a church, a cinema and nearby, an industrial estate.

Unique to this environment are a

Until the teacher standing still, looking herd at a particular object will cause children to ask questions which lead to a lively discussion and detailed observation. If the teacher adds to this contrasts which can be observed from the same spot, and asks questions which capture the child's imagination, the exploration of the environment will have begun.

Imagine that by these means, the roofs of their houses have captured some children's interest. The variations in appearance of the roofs can be observed and classified, both, by

posts and gravestones used material and most of the stones in the local church of this slate. The quarry towards the end of the century, killed by the of lighter, cheaper Welsh stone. Where this Welsh slate and how it was transported compass the story of railways and may lead to coveries far removed from the children's houses all began. Along the way of new interests will be

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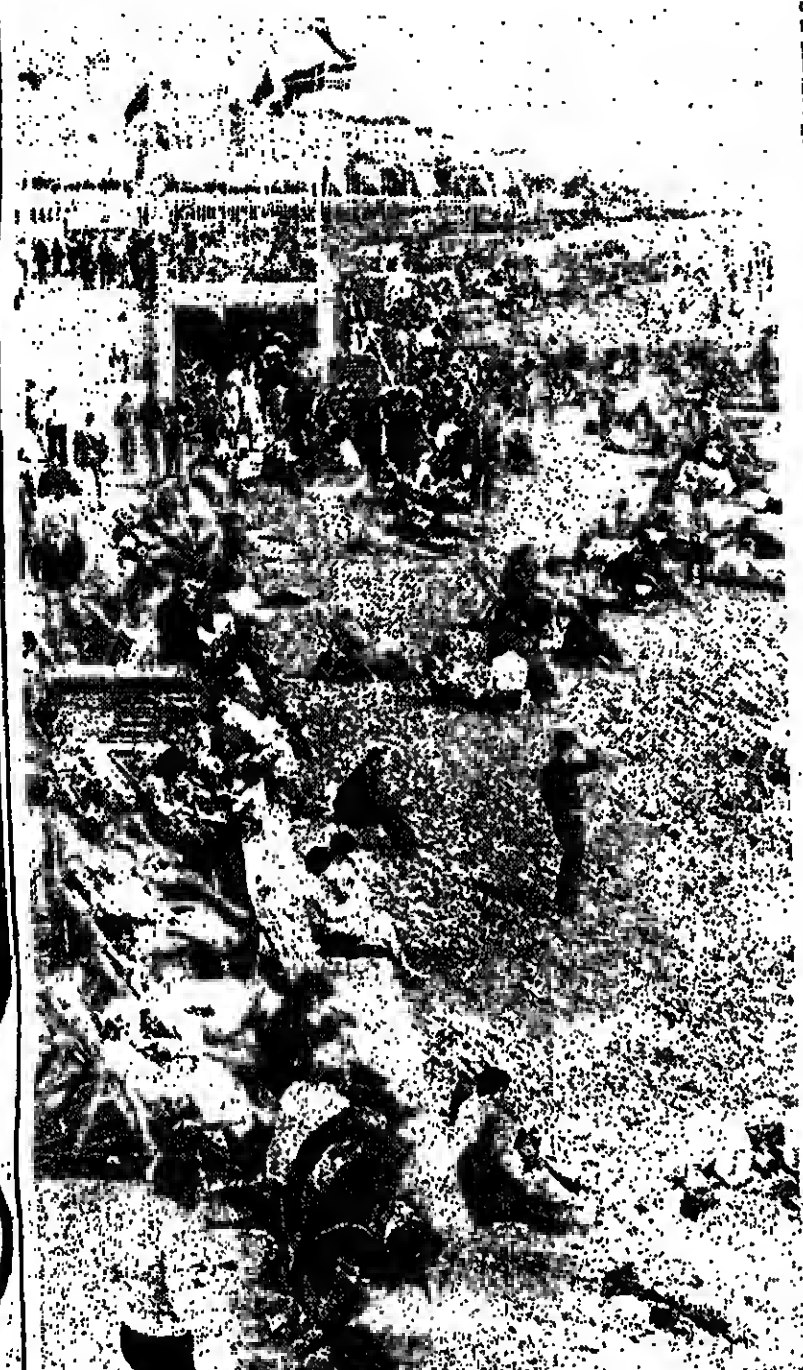
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extra BESIDE THE SEASIDE

The seaside resort offers a very useful antidote for those wishing to challenge the universality of the classical models of urban function and structure, writes Ken Sherwood



The relaxed atmosphere of the seaside resort is conducive to collecting information for questionnaires.

The seaside holiday resort has received just sporadic attention from geographers. Indeed the most active research appears to be coming from a group of social historians at the University of Lancaster, but even here there is need for more comparative studies which trace the dynamics of seaside development before a general history of the seaside holiday resort can be written.

In part this neglect, by geographers at least, may have been exacerbated during the sixties and early seventies by the dominance of central place theory and the classical urban model and the fact that the resorts were their eccentricities of development and their distinctive character.

In part this neglect, by geographers at least, may have been exacerbated during the sixties and early seventies by the dominance of central place theory and the classical urban model and the fact that the resorts were their eccentricities of development and their distinctive character.

Despite the shortcomings indicated above there is abundant information readily available from the seaside resorts. The official census, trade directories, holiday guides and brochures to 'make

most of the holiday resort into a tourist board and planning authorities have produced surveys for most of Britain's resorts and, for instance, the report into the development of summer resorts in Wales, published by the Welsh Tourist Board for its biggest tourist centres, at about £1 each, from British House, Fitzalan Road, Cardiff.

The questionnaire is a popular means of collecting information on the behavioural characteristics of consumers and the relaxed atmosphere of the seaside resort offers an ideal environment for such a study.

One of our research exercises looked for differences in the characteristics of the holiday clientele of Rhyl and Llandudno.

In order to ensure comparability, the students were asked to stand at several vantage points on the promenade and at three fixed half-hour time periods place passers-by into five broad age categories. The numbers recorded in each category was then the basis for a stratified random sample. That our results on the common questions compared so closely with the much broader sampling procedures of the official surveys is strong support for this method of data collection.

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A NEW SYLLABUS

David Burtenshaw and John Coyne introduce the new AEB Advanced Level Geography Syllabus

After several years of debate, discussion and preparation by the Standing Advisory Committee for Geography, the new AEB A level syllabus was published last year for examination from 1982.

This term will see many potential candidates for examination starting their courses. Their teachers have developed a new syllabus and explanatory notes, with specimen papers and a booklet. Many teachers also attended one of the regional conferences held by the Board to introduce the syllabus.

The introduction and interpretation is no easy task but it is important to recognize that the pressures for change came from teachers in schools and colleges who approached the need for syllabus innovation in the light of developments in geography during the past decade.

The physical/human dichotomy which characterized the previous syllabus has been abandoned in favour of an approach which encourages integration. The core of the new one is the study of man-environment relationships. The core has been supported by much more specific aims namely the understanding of geographical concepts, an appreciation of the dynamic nature of the subject in both time and space and the acquisition of skills used in analysing and interpreting data from a geographer's viewpoint. A strong emphasis is given to the relevance of geographical education in understanding contemporary problems of society.

Seven topics are identified: Resources and Population; Atmosphere and Lithosphere; Albedo; Ecosystems; Agriculture, Industry and Trade; Settlement. The syllabus contains notes for guidance which suggest how topics can be covered at different scales.

To the present situation of declining resources the syllabus does suggest ways in which existing resources might be used. Data collected by the student and existing cartographic and textbook material can all be utilized.

Thus field studies of hydrological processes on a small scale can be followed up by a study of human control of a river basin such as the River Tennessee or the Rhine. Industrial location theory might be illustrated by reference to the iron and steel industry in Britain or West Germany and followed up by studies of industrialization in, for example, Brazil and new industrial regions of the major ports, for example European.

The present written examination (two papers, each of two hours) will be replaced by three papers. The first paper tests the candidate's ability to use geographical techniques. A minimum of four data response questions will be set from which the candidate will be required to select any two. Ordnance Survey maps and other map sources, and photographs may form the basis of one of the questions. Some candidates have been expressed over the question of the use of statistical formulae.

Knowledge of the derivation and manipulation of formulae will not be tested but it is hoped that candidates will be able to identify situations in which statistical techniques can be applied and the conclusions which might be drawn.

Paper two will test the understanding of basic geographical concepts and principles. Candidates will choose eight questions from 14 definitions (the completion of definitions) and the application of principles will be required.

Paper three tests the higher order skills through the conventional essay format. Some degree of specialization is possible because the topics are contained within the four sections of the syllabus. Questions on geographical issues will be set on present problems which involve synthesis from other topics in the syllabus. One distinctive element of the

BLATANT EXTREMES

Len Brown on a new BBC School Television series about Brazil

The giant rooftop poster suggests that a blonde, a sunset and a flashy car can be yours for the price of a packet of cigarettes. Next door an advertisement that would not be out of place in a British hi-fi magazine tells you that a new cassette deck will do wonders for your stereo system.

Across the street teenage boys from the slums have been trying all day to sell oranges to passing motorists: 10 pence for two dozen. The boys got up at dawn and have been dodging in and out of the swinging traffic for several hours. The monthly wage of one of their fathers would just about cover one night's bed and breakfast in the nearby 20-storey five-star hotel.

Such are the blatant extremes of Brazil, visible to anybody with five minutes to spare. And such are the extremes that are reaching out in the remote parts of the country after 20 years or so of breakneck economic development.

Development in Brazil is, with few exceptions, a mixture of extreme modern, the most sophisticated, the most chromium-plated technology and applying it in the

stunning contrast between the city centre where he works and the periphery—the distant edge of the metropolitan area where he lives. In Drought on the Land we see something of the harsh conditions that drive people away from the north-east, Brazil's classic region of rural depopulation.

In The City of Newcomers, 16-year-old Vera and her parents tell us about the problems that forced them away from the countryside and the difficulties they face living in the slums of Belo Horizonte, now possibly the fastest-growing city in Brazil.

Amazon Frontier looks at the success and failure of agricultural and industrial developments that are creating, at an alarming rate, more and more patches of human activity in the equatorial rain forest.

The fifth programme, Progress, But Who is it For?, tries to find out to what extent the benefits of Brazil's rapid economic development have been shared by the people working on the production lines. If the country's latest car factory is anything to go by, the workers' share of the cake is very limited.

Are they too young to be told the facts of community life?

A lot of eight to thirteen-year-olds don't think so. Young people want to know about the world they live in. The growing awareness of the world around them is a sign of growing up.

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TES 610

extra ANOTHER POINT OF VIEW

Bryan Waites suggests new ways of teaching about Europe*

The school geography of Europe once consisted of lists of capitals, capos, bays and products. This changed to detailed studies of the countries and regions and now people are looking at case studies or sample studies which may deal with a problem, topic or theme in a small yet typical area. Games, simulations and statistical techniques are being introduced, often with a delectable effect.

All these methods may have virtues but isn't it about time that we looked at Europe from another point of view? What do we see it? What do we think about it? How do we feel about it? How has it affected our everyday lives in Britain and how will it influence our lives in the future? Most important of all—how has the EEC changed Europe and how has the growth of the Communist world influenced the geography of western European nations?

Mountains, rivers, valleys do not have the influence they did. The New Europe is even more man-made than the old. The best mountains and wine lakes may be more significant in the long run than a real mountain and a real lake. We are living in a more managed Europe.

Europe is moving into a new era and its geography is changing whether we like it or not. Amid the heavy note-taking and semi-teaching often found in the teaching of Europe, surely we should introduce at least a few more personal, relevant and realistic approaches to encourage the individual to find his Europe and his place within it, now and in the future?

How can this be done? First, we could look for Europe in Britain. Why not search for it in our own environment? Foreign names in class, school or neighbourhood also in the telephone book might be a start. Street names with foreign connections such as Capri Road, Denmark Place or Alma Terrace, even house names form another link. European communities such as the Italians in Bedford could be

studied; foreign restaurants and food; ports like Hull with strong European connections; exchange links perhaps involving your own town; holiday connections from ports and airports with services and ways of reaching destinations.

Another neglected aspect is to try to find out "What is Europe?" Is Britain really part of Europe? How far east does it extend?

Try word association tests and see what happens. Investigate the newspaper coverage of Europe.

Compare the BBC news at 9 pm with the ITV news at 10 in terms of European coverage or lack of it. Collect old views of Europe, that is old maps, ranging from Ptolemy to Cornish War Maps used for propaganda. Compare them: J. Strumpf drew his Europe upside down in 1562—should we start looking at Europe from another angle?

Ask people where they would most like to live in Europe than draw maps from the answers. Collect travel agents' descriptions of Europe from brochures then compare to text book descriptions. What about Lufthansa's view of Europe or the Midland Bank's? They are all worth finding out, for there is no one Europe because it means many things to many people.

What is a European? We may often pass rapidly on from this potentially controversial issue. There is a Prochman and a Norwegian but is there such a thing as a European?

Attitudes need to be examined closely too. How do the British see the French? "Stupid Hun" films on BBC under German's ran a recent headline. Do we get the wrong idea about our present allies by watching too many war films? Try your own Eurosurvey to discover the attitudes of the class, school and other groups. Find out if your text books are biased.

You might formulate a questionnaire on whether people are still in favour of Britain's membership of the EEC. Would you accept a European flag instead of the Union Jack? European currency? A European Olympic team?

An important though often neglected aspect of the study of Europe

should be how the idea of a united Europe grew. When started it? Watch the map of Europe grow.

Rather than examining specific regions of Europe why not approach it by looking at the EEC as a block using the prolific resources available to work out how much of a superpower it is. Consider its total resources, both physical and human; the European Community in Maps is a great help in this. Look at Eurolandscapes, Eurocities, Eurolinks, the Reclamation in the Sea, the EEC and the Third World.

How long can we neglect Communist Europe? It does not figure in many syllabuses. Yet Communism surely provides an excellent contrast to the EEC leading to much productive classwork. There are now several reliable books on Eastern Europe and The Geographical Magazine makes a great contribution by its excellent articles on this area.

What are the futures of Europe? Can we predict three and then try to build up a picture each? Perhaps we might choose as our possible futures Co-operation, Catastrophe and Co-existence. Which will it be? What do the experts forecast? Here the magazine Vision (no. 51) provides a very interesting view of the experts. Compare it with your class view. Where would you go to find the heat future in Europe? How will Europe develop? Can we conserve the best? Find out more about Pinn Europe 2000 which was launched recently by the European Cultural Foundation. Like everything else, the future may not just happen it will have to be planned.

The above approaches are not meant to replace solid ground on the shop floor of the Geography Room but to add greater interest and meaning to sound lessons and project work. Raise your eyes a little from the heavy text book; go beyond the drone of words and the bland note-taking machine-gun and remember that what we think, feel and believe may also play a part in our learning.

*A European Directory compiled by Bryan Waites appears on page 40

extra



"...and if it moves, time it."

"Late thoughts of a fieldwork addict" continued

To justify the resulting assortment of odds and ends there have been much talk of hypothesis testing and model building, but with little thought about which hypothesis should be tested, or which model is to be built.

In fact of course the tail wags the dog and there may be no more justification than the fact that it is an easy model to test, or it is fun to measure the river.

So what on earth should we be doing on our field courses? The

answer I suggest is to remind ourselves that "we are teaching children and not Geography". Let us concentrate on giving our pupils a variety of experiences which they will enjoy and give them some insight into what they can see.

The appetite for history which adults seem to show as they stroll the countryside with guidebooks in hand, supports a view that people like to work on the past. The past is the key to the present. They like to know what happened to produce our present situation. By all means let us measure a few things

so long as our pupils enjoy doing it but the idea that, if we understand present processes we shall one day understand the past ones, is now irrelevant except to a few specialists. So never mind what the next bandwagon to roll over the hill will bring, whether it be Marxist hydrology or whatever, we fieldwork addicts have more serious matters to attend to and they concern the real reasons why we become teachers in the first place.

The author was formerly head of geography at Uppingham School.

ALTERNATIVE APPROACHES

Tony Johnson advocates geography and integrated studies

I see no educational value in teaching geography as a single and separate subject in the early years of secondary school. Too little time is allowed, teacher-pupil contact too superficial.

How can an enthusiastic teacher who likes children and hopes to contribute to their learning really succeed in the small amount of time available? How can anyone be content with an hour and a bit per week in a crowded curriculum long since overcrowded? Are we absolutely convinced that pupils should move slightly times a day, migrating at the ring of every bell to remote corners of a sprawling campus? In your school is a first year class subjected to 20 subject teachers in 30 different rooms, hoping to learn a little here, rushing to learn a little there? This is surprisingly familiar, but is it a scene of effective learning, or of intellectual, personal and social development?

The crowded curriculum has numerous overlapping subjects and it is obvious above all to a geographer that the boundaries of knowledge are far from clear. Timetable subjects artificially organize knowledge and I believe that a curriculum organization based upon larger areas of knowledge, more productive learning situation.

Too many subjects with little time allocation, brief lesson periods with frequent disturbance and movement across school, limited pupil contact with many different teachers will, I believe, be a waste of time. A more integrated curriculum with fewer subject areas, longer periods of concentrated study, fewer teachers per pupil and closer pupil-teacher contact will produce a more effective, more effective and more human school.

Increasingly, through the use of integrated case studies, geography has become convinced of the importance of study in depth. Relevant topics certainly require more time. As pupils become more and more interested in their studies, they find broadening their subjects other than our traditional inquiry including the power of the tests applied to

since this is regarded as important in integrated studies, the geographer can approach such courses with confidence.

When integrated studies began to develop at Thornbury Castle School, the timetable was blocked in year groups or half year groups which immediately produced a co-operative team of teachers working closely together. A diverse team of geography, history and RE teachers were timeboxed at one and the same time. The time allocation was three times that previously allocated to geography alone. Within that time a whole range of alternative approaches are made possible—large group lead sessions, team teaching, team preparation, mixed ability grouping or streaming, integrated courses or separate subjects and the stimulating of humanistic staff meetings. Teachers help, support and learn from each other. Through the timetable meetings and timetabled block, staff begin to know and trust each other, confidence for experiment and refinement is built up, problems can be ironed out. From this sort of facilitating structure it is not difficult to develop a successful integrated humanities course.

In Thornbury, it developed to incorporate the whole of the first three years with considerable emphasis on resource-based learning approaches. The scheme began in 1972 and has now been in operation as a complete three-year course since 1975. Each class now has one teacher (three times as much as in the past) and RE combined in an integrated course.

Such an apparently traumatic experience for a "specialist" is rendered quite painless by the team preparation of workbooks and worksheets, by the abundant use of the library resource centre, by the specialist and by what is truly felt to be a far more effective learning situation than was ever before experienced. It makes sense to change time. As pupils become more and more interested in their studies, they find broadening their subjects other than our traditional inquiry including the power of the tests applied to

Do not fall into the trap of searching around for sufficient "integrated topics"—the inevitable "water", "wet" or "truncheon" in an integrated course. The syllabus might contain nicely rounded fully integrated topics through other aspects of the course would appear to belong to one other specialist albeit linked together to form a fairly well-integrated whole as the course proceeds. There are rewards from teacher cooperation in a working team, in pupil attitudes and teacher-pupil relationships and in learning effectiveness. The results in external examinations suggest that integrated studies are an excellent foundation for future success and humanities has always been high on the pupil popularity charts.

Further detail on the Castle School Humanities scheme in Teaching Geography Volume 1, Number 2, J. A. Johnson, and Volume 4, Number 1, B. Heppel and J. A. Johnson.

FIRST ELEMENTS OF GEOGRAPHY: THE BRITISH ISLES

For lower secondary and CSE work this new 128-page book has been warmly commended. Notable for its lively topic approach and attractive visual treatment, it starts with land forms and climate and goes on to consider farming, industry, power supplies, transport and towns. A well-integrated account, not over-detailed. Numerous maps, illustrations and revision exercises.
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Philip Saulva 1979 68pp 208 x 265mm 07175 08613 £2.40

BIOGEOGRAPHY R.L. Jones

A concise introduction to biogeography as an interdisciplinary study of past and present large-scale distribution of organisms in the biosphere, discussing dominant forces shaping patterns of life and speculating on future trends. Many maps and illustrations.
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Hulton Educational, Reams Rd., Amersham, Bucks.

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extra

This directory aims to help you to find out more about Europe through the organizations providing information and resources. It is not a complete list, only a starting point. Many of the source books listed will be available in the reference section of your public library. No attempt is made to list all the ordinary textbooks, etc., which relate to Europe, however, though many of these are given in the Handbook for Geography Teachers edited by M. Long, (Morbuey, 1974).

Source Books

Sources of Information on European Organizations, Department of Education and Science, HMSO.

Sources of Information on International and Commonwealth Organizations, Department of Education and Science, HMSO.

Europe: a checklist. Issued by IIM Government, obtainable from Europe Checklist, PO Box 686, London SW20 8TB.

A Guide to the Study of the European Community, Finding out about the European Community. The monthly magazine: European Community. All from the EEC Information Service, 20 Kensington Palace Gardens, London W8 4QQ. (See also A checklist for European Studies, July 1974, Europe at a glance, March 1975).

European Studies Handbook edited by P. Freeman from the Centre for Contemporary European Studies, University of Sussex.

The European Economic Community: Source Book, The Open University, Milton Keynes (Course P33).

Articles and the EEC, Destination Europe, Export Handbook, Department of Trade and Industry, Overseas Trade Board, EEC Information Unit, 1 Victoria Street, London SW1H 0EX (also through HMSO).

The European Yearbook, vol. 1 International Organizations, Europe, published annually by Europa Publications Ltd, 18 Bedford Square, London WC1H 3JN.

The Daily Telegraph Guide to the Common Market edited by W. Farr, Collins.

Official Publications of UNO, UNESCO, FAO, OECD, EEC, etc. are available through HMSO, who will provide classified lists on request.

Atlases

The Oxford Regional Atlases: Western Europe, USSR and Eastern Europe, Oxford University Press.

The Atlas of Western Europe, John Murray.

The Atlas of Europe: a Profile of Western Europe, Bartholomew, 1974.

World Atlas of Agriculture, vol.

EUROPEAN DIRECTORY

A list of useful source books, organizations and addresses, compiled by Bryan Wailes

1 Europe, USSR, Asia Minor; De Agostini, Novara, Italy.

World Atlas of Maps, Hugh Johnson, Mitchell Beazley.

Read Atlas of Europe, Bartholomew.

First World War Atlas, Martin Gilbert, Weidenfeld & Nicolson, 1970.

Atlas of individual countries are generally available.

Maps and guides.

The European Community in Maps, by L. B. F. Korness, De Agostini, Novara, Italy. 1974 edition available from EEC Information Services, 20 Kensington Palace Gardens, London W8 4QQ.

Map of Europe, 12-14 Long Acre, London WC2E 9LP for many catalogues and maps on oil scales, also guides, etc. Note value of guides such as Podor, Blue Guides, Collins, Baedeker, Michelin, etc. which can be obtained from Scandinavian and/or continental in most Public Libraries.

International Maps & Atlases in Print, edited by K. L. Winch, Bowker Co.

Automobile Association: note valuable routes, street plans, gazetteers, available also handbooks and other publications on Europe, Shill, Esso, Mobil, etc. maps, guides, etc. are very useful.

Addresses

General

Commission of the European Communities: Information Office, 20 Kensington Palace Gardens, London W8 4QQ (Tel. 01-727 8090).

Commission of the European Communities, Director General for Press & Information, 20 rue de la Loi, Brussels, Belgium.

Council of Europe, Director of Press & Information, Place Lenoir, Strasbourg 67, France.

European Movement, Europe House, 1 Whitehall Place, London SW1 2EL (01-639 6622).

Central Bureau for Educational Exchanges & Visits, 43 Dorset Street, London W1 (Tel. 01-486 5101).

Central Commission for the Navigation of the Rhine, Palais du Rhin, Strasbourg, France.

Centre for Information on Language Teaching, State House, High Holborn, London WC1 (Tel. 01-252 9020).

Central Office of Information, Overseas Publications Services, Hercules Road, Westminster, Bridge, London SE1 (Tel. 01-928 2345).

Belgian Embassy, 103 Eaton Square, London SW1 (telephone 01-235 5422).

Embassy of the Federal Republic of Germany, 23 Belgrave Square, London SW1 (telephone 01-235 5033).

French Embassy, 11 Kensington Palace Gardens, London W8 (telephone 01-229 9411).

Irish Embassy, 17 Grosvenor Place, London SW1 (telephone 01-235 2171).

Italian Embassy, 14 Three Kings Yard, London W1 (telephone 01-629 8200).

Luxembourg Embassy, 27 Wilton Crescent, London SW1 (telephone 01-235 6961).

UN Information Centre, 14-15 Stratford Place, London W1 (Telephone 01-629 3816).

Schools Information Unit, Centre for Contemporary European Studies, University of Sussex, Falmer, Brighton.

(2) Individual Countries

Belgian Embassy, 103 Eaton Square, London SW1 (telephone 01-235 5422).

Embassy of the Federal Republic of Germany, 23 Belgrave Square, London SW1 (telephone 01-235 5033).

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Italian Embassy, 14 Three Kings Yard, London W1 (telephone 01-629 8200).

Luxembourg Embassy, 27 Wilton Crescent, London SW1 (telephone 01-235 6961).

Greek Information Office, 41 Upper Brook Street, London, W1.

Embassy of the Hungarian People's Republic, 35 Eaton Place, London, SW1.

Royal Norwegian Embassy, 25 Belgrave Square, London, SW1.

Polish Embassy, 47 Portland Place, London, W1.

Portuguese Embassy, 11 Belgrave Square, London, SW1.

Embassy of the Socialist Republic of Rumania, 4 Polacca Green, Kensington, London, W8.

Spanish Embassy, 24 Belgrave Square, London, SW1.

Swedish Embassy, 29 Portland Place, London, W1.

Swiss Embassy, 77-81 Gloucester Place, London, W1.

Embassy of the Republic of Turkey, 43 Belgrave Square, London, SW1.

Embassy of the USSR, 13 Kensington Palace Gardens, London, W8.

Yugoslav Embassy, 25 Kensington Gore, London, SW7.

Lists of Tourist Offices, Cultural Societies and Banks can be found in the Source Books mentioned above and also in London telephone directories. Please note the value of daily and weekly newspapers especially the Supplements of Europe to an economic supplement of The Times.

The Geographical Magazine is a quarterly has very valuable articles on European countries and topics for example the EEC in the Magazine like the Economist or New Society (Europe Report May 1975, June 1975) are also relevant.

Basic Statistics of the Community from the London Office of the European Community. Note the Books on Energy Statistics and Regional Statistics (Eurostat).

The Centre for Contemporary European Studies, University of Sussex, produces the valuable European Studies: Teachers' Series among many other publications.

The Geographical Magazine, Notes: the EEC by Andrew Cross (1980) obtainable from 343 Fulham Road, Sheffield, S10 3BP. May Glasgow has the series Europe: Action and Europe in the Community's Journal. The Office has produced a sixth form guide to the EEC written by Dr Ralph Rickard.

One of the most recent and unusual publications giving a view on western Europe is *Europe: A Guide to the World of the First World War*, Roa E. Coombe, After the Baul Publication, 1979.

A map, the fundamental resource that survives all the reforms and reappraisals.

Cyprus High Commission, 93 Park Street, London W1.

Embassy of the Czechoslovakian Socialist Republic, Press Department, 67 Kensington Palace Gardens, London SW1.

Finnish Embassy, 66 Chester Square, London SW1.

Embassy of the German Democratic Republic, 34 Belgrave Square, London, SW1.

Greek Embassy, 51 Upper Brook Street, London W1.

Book review

ECONOMIC DATA

By Robert Warnick

The Geography of Famine, By William A. Dando. Edward Arnold £12.50. 7131 6295 3.

Economic Growth and Disparities, By Sidney R. Tugwell. Prentice-Hall £12.05. 13 225680 0.

The United States and Canada, By G. H. Dury and R. M. H. H. Hodder and Stoughton £7.95. 340 23740 6.

"Natural factors cause crop failures, but humans cause famines" is the theme of William A. Dando's book. The scholarship which leads to the author's conclusion is formidable. Working at the University of North Dakota, in "an academic atmosphere where dreams become realities" the author developed a computer data bank from information available on 8,000 famines which have occurred in the past 5,000 years. The result is a "miniature book" which some will regard as authoritative and others as controversial. At £12.50 it is expensive but will be essential reading for anyone interested in a subject where study in depth and original thought are rare.

Economic Growth and Disparities is intended for use in one or two semester courses dealing with differential characteristics of economic development which is a theme apparently "neglected in the learning experiences of most American students". The emphasis is on des-

cription and broad generalization rather than theory and analysis. An example of this approach is the book's treatment of the subject of Ireland which in its entirety is as follows: "Ireland has few resources other than a climate which is conducive to animal production". Transatlantic cultural disparity probably makes the book unusable in Britain other than as an item in a very comprehensive library.

Advanced students of economic disparity will read both The United States and Canada and China and reach their own conclusions. The United States and Canada is a re-issue in paperback of the 1976 hardback edition completed by the author in 1975. Serious students of the subject will find it up-dating and will be relieved to find that their standard text exists as a reasonably priced paperback.

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Classified Advertisements

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Application forms and further details from the Education Committee, County Education Office, 100, High Street, London SE1 1AA, on receipt of a stamped addressed envelope.

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INQUIRY JUNIOR MIXED AND

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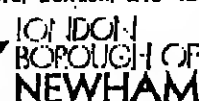
ST. JOACHIMS R.C. J.M.I. SCHOOL

Slipman Road, London E16 3DT
Head Teacher: Mr. D. Scantlen
Number on roll: 180

HEAD TEACHER (Group 4)

Required January, 1981, or as soon as possible.
Applications are invited from suitably qualified and experienced teachers to take up duties on 1st January, 1981. The school is a well designed modern building situated in a rapidly developing housing area in London, E16. Those who have already applied for this post will automatically be reconsidered.

London Allowance: £258 plus Social Priority Allowance £201-£276.
Application forms/further particulars available from the undersigned, The Clerk to the Governors, J. H. Palling, to whom completed forms should be returned by 17th October, 1980.
Director of Education, Education Office, Broadway, Stratford, London, E15 4BH.



PRIMARY EDUCATION

Headship

HIGHLANDS INFANTS' SCHOOL
Lennox Gardens, Cranbrook, Ilford IG1 3LF
GROUP 5

Required from January, 1981, or April, 1981, a well-qualified and suitably experienced teacher for the post of Head Teacher of this Group 5 Infants' (5-7) School. The post becomes vacant as the result of the present holder being appointed to the headship of a primary school.

Salary in the range: £9,579-£10,593 and Outer London Allowance (£488).
For further details and application form please apply to J. E. Fordham, B.A., Chief Education Officer, Lymington House, 258-259 High Road, Ilford, Essex IG1 1BA (Telephone 01-478 2020, ext. 192/193).
Closing date for receipt of applications: 17th October, 1980.

Redbridge
London Borough

Headships

Applications are invited from experienced and suitably qualified teachers for the headship of the following schools:

Chaddesden Park Junior School
Derby

Estimated maximum NOR Summer 1981
230 Group 5

Mary Howitt Infant School
Heanor

Estimated maximum NOR Summer 1981
168 Group 4

Closing date: 24 October 1980.

Application forms and particulars for the above posts (s.a.s. include please) from the Director of Education, County Office, Mallock.

DERBYSHIRE
County Council

LANGTONS INFANTS SCHOOL

(Estimated roll 1980/81 - 251)
Westland Avenue, Hornchurch, RM11 3SD

HEADTEACHER

required Summer Term 1981 for this Group 5, 3-form entry Infants School.

Further details and application forms are available from (s.a.s. please) the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.

There is a scheme for removal expenses details on request. Closing date 24th October, 1980.

Havering

PRIMARY Headships continued

OXFORDSHIRE

COUNTY COUNCIL

WALTON TOWN (A)

Primary School

Head Teacher

Group 4

Closing date: 17th October 1980

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Estimated maximum NOR Summer 1981

168 Group 4

Closing date: 24 October 1980.

Application forms and particulars for the above posts (s.a.s. include please) from the Director of Education, County Office, Mallock.

Derbyshire

County Council

Headships

Applications are invited from experienced and suitably qualified teachers for the headship of the following schools:

Chaddesden Park Junior School

Derby

Estimated maximum NOR Summer 1981

230 Group 5

Mary Howitt Infant School

Heanor

Estimated maximum NOR Summer 1981

168 Group 4

Closing date: 24 October 1980.

Application forms and particulars for the above posts (s.a.s. include please) from the Director of Education, County Office, Mallock.

Derbyshire

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Derbyshire

County Council

Headships

Applications are invited from experienced and suitably qualified teachers for the headship of the following schools:

PRIMARY Remedial Posts continued

WEST SUSSEX
WORTHINGTON PRIMARY SCHOOL,
 100-110, Northgate, Worthing,
 Sussex BN11 1JH. Tel: 01323 811111.
 Vacancies for 1981-82.
 Salary: £10,000-£11,000 p.a.
 Further details from the Headmaster,
 Mr. J. H. Jones, 100-110, Northgate,
 Worthing, Sussex BN11 1JH.

WILTSHIRE
CHILMARK PRIMARY SCHOOL,
 100-110, Northgate, Chilmark,
 Wiltshire SN1 1JH. Tel: 01249 811111.
 Vacancies for 1981-82.
 Salary: £10,000-£11,000 p.a.
 Further details from the Headmaster,
 Mr. J. H. Jones, 100-110, Northgate,
 Chilmark, Wiltshire SN1 1JH.

Middle School Education
Headships
SHEFFIELD (City of)
THE AUSTIN CHURCH SCHOOL,
 100-110, Northgate, Sheffield,
 S1 1JH. Tel: 0114 811111.
 Vacancies for 1981-82.
 Salary: £10,000-£11,000 p.a.
 Further details from the Headmaster,
 Mr. J. H. Jones, 100-110, Northgate,
 Sheffield, S1 1JH.

Deputy Headships
Senior Masters/Mistresses
BRADFORD (City of)
BRADFORD CHURCH SCHOOL,
 100-110, Northgate, Bradford,
 BD1 1JH. Tel: 01603 811111.
 Vacancies for 1981-82.
 Salary: £10,000-£11,000 p.a.
 Further details from the Headmaster,
 Mr. J. H. Jones, 100-110, Northgate,
 Bradford, BD1 1JH.

By Subject Classification
English
Other Posts on Scale 2 and above

Other than by Subject Classification
Other Posts on Scale 2 and above

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Modern Languages

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Secondary Education

Headships

Deputy Headships

Senior Masters/Mistresses

Physical Education

Science

Heads of Department

Technical Studies

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Application forms available from the Education, Paperborn House, Civic Centre, 181
 181 (2231) to be returned to the appropriate Head Teachers by 22nd October
 1980.

City of Coventry

Application to the Headmaster of the School with our curriculum vitae and the names of two persons to whom reference may be made.

Applications should be laid by letter to the Headquarters, giving territorial name and the names and addresses of two referees.

also noted, selective, 100 boarders
enrolled as soon as possible.
CHICAGO: **COMMUNIST**, Scale 2,
to teach the subject throughout the
school to "B" and "A" level.
In the case of students seniors the
position of Senior-Higher-Higher

Both posts could involve work up to CSE and O' levels. Knowledge of and interest in the teaching of computer studies an advantage to applicants for either post.

Application forms available from the Director of Education, Raffles College, 110, Civic Centre, 160, Robinson Road, Singapore.

required from January 1961 unless otherwise stated

Further details and application forms obtainable

Number on Roll 7411, (21) in Sixth Form.

Required in January, 1941, a well-qualified TEACHER (male or female) of PHYSICS to teach the subject throughout the school, step up to and including A level and Advanced level. The Nuffield Physics course is followed. Rate 2

550 mixed, selective, 100 handovers required as well as 1000. PHYSICIST ASSISTANT, Scale 2, to teach the subject throughout the school to A level. A level, in the case of position against the position of Senior Lecturer in

Both posts could involve work up to CSE and O' levels. Knowledge of and interest in the teaching of computer studies an advantage to applicants for either post.

Application forms available from the Director of Education, Raffles College, 110, Civic Centre, 160, Robinson Road, Singapore.

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
Abbey Road, CV3 4BQ (1.820 on rail)

reference may be made.

هذه من اهل

Heads of Department

MUNICIPAL TEACHER OF
PHYSICS
(January, 1911)
This is used as possible here-
after the secondary school has
been organized and presents
a number of "higher" and
"lower" levels. There are
three numbers of the book
throughout the school and in
the sixth level and Latin are
presented in the first
level.

Further details from the
book are as follows: when the
book should be used, giving
curriculum plan and the
names, books and telephone
numbers of two professional
teachers by Friday, November,
7, 1911.

HAMPSHIRE
 1914-15, 1915-16, Hampshire 1916-17
 The International Boarding: 11 to 18
 required for January 1961 or n
 as a member afterwards:
 include 1914-1915 to share the
 of the subject to all levels
 and is confidential fully to be
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LONDON, N.S.
PLANNING SCHOOL
Highgate
International Day School for Girls
Junior Department—about 160
Required for January or April
Qualified JUNIOR SCHOOL TE
Cler for 5 or 4-year-olds.
Classes teaching with younger o
groups.
Interest in Art and English p
icularly welcome.
Burnham House 1, London-Allo
and International, Govern
Supernumeration
Apply in writing enclosing cur
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reference to Headmistress, Highgate
School, Highgate, London N5 1L

KENT
KENT COLLEGE JUNIOR SCHOOL
Kensington, Tumbyidge Wells
Independent Preparatory School
in the Board of Management of
Melbourn Colleges and Schools
Old and new boarding girls,
and all others are invited for the
position of SCHOLAR who will take
vacation on September 1st, 1961, on
a full-time basis of the present
mistress.

Particulars may be obtained from
the Secretary, Kent College,
School, Kent College, Pembury,
Kensington, Tumbyidge Wells, Kent. The
application form and particulars may
be addressed before October 31st,
1960.

LEEDS
LEEDS COLLEGE JUNIOR SCHOOL
LEEDS COLLEGE JUNIOR SCHOOL LIMITED

LONDON
TOWER HOUSE SCHOOL
 124 Grove Lane
 4441 Shinn St W3 3LF
 01-8766 832
 01-8766 833
 In January, 1981,
 1/2 day school, fully main-
 tained to teach ART through-
 out the school. This successful applica-
 tion is open to artists with general
 ability, particularly for those with a
 possibly 1st Art teacher.
 Salary offered equivalent
 Northern rate or above to
 right candidate. Apply in writ-
 ten form with CV, 3 photos and
 names of two referees to: School
 Director.

SUFFOLK
HALLETS HALL SCHOOL

WEST SUSSEX
WINDLEBACH HOUSE SCHOOL
 Windlebach House, Weymouth
 West Sussex GU8 4DY
PHYSICAL EDUCATION SPECIALIST
 1st. particularly GYMNASTICS and
 SWIMMING, required for January
 1982. Must be qualified to teach
 Geography to students to 11 year olds
 I.A.P.S. conditional salary, 30,000
 children, eight to 13 years of
 boarding.
 Successful applicant must be willing to liaise
 with boarding duties but need not
 live in. Salary, Oursden will
 T.S.S.
 Apply to Headmaster, Windlebach
 House, Solihull, Birmingham, B37 7YU
 or to Mr. J. H. Williams, T.S.S.

POWER HOUSE SCHOOL
55 Glenview Ave.
Glenview 5W14 BLP
Tel. 476 3323
Open in January 1961. by
APR day school fully qualified
EACHER to teach a class of six
children four-day a week. Salary
scale equivalent to Burnham
scale or above to the right candi-
date.
Apply in writing with full current
credentials and list names of two
references to: Headmaster,
Rungtula available. Write Gov
5210.

Grade 1, Haywardswell C
Crop husbandry, dairy and general
There is no limit and the par
in classroom teaching and o
commercial farms. Communc
must be good together with
and broad nature.

Application forms available
Technical College, College G
west.

Convening directly or indirectly
W. J. Phillips, Director of Edu
quarters, Pikesburg, German

This new post has been created to further the development of an existing section of the College. Present posts included in the large category are:

- The Third-Year Counselor

A candidate is sought who will be able to write and speak well and lead students in their future studies to the College and its community.

Applicants must have a minimum of Computer Education and Training are requested as follows:

- Application forms and full curriculum vitae obtainable from the Principal.

Salary Scale : £2,987 - £11,240.

agriculture
appointed must be experienced
in working farm practical affairs
and social adaptability plus
academic qualifications of a must
The Principal, Pembroke
High School, 101 Oak Street, Newbury
Park, California
Education Department

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Approved removal expenses may be claimed by candidates. Forms and further details from (JHS 3) stamped, addressed envelopes within 14 days of the

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Salary scale
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BILSTON COLLEGE
OF FURTHER EDUCATION
Westfield Road, Bilston
West Midlands WV14
Telephone : Bilston 4
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DEPARTMENT OF COMMUNICATIONS

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100-443887-100

SCHOOLMASTER/MISTRESS FELLOW COMMONERSHIP

Applications are invited from a schoolmaster or schoolmistress to hold a Fellow Commonership for the school summer term of 1981.

The aim of the Commonership is to give the schoolmaster/mistress leisure for thought and study in his/her subject and the opportunity to see, at close quarters, what is now going on in Cambridge and to help university teachers to understand the problems faced by schools. The successful applicant will be expected to submit a short report on his/her activities of the term by the end of September 1981.

Applicants, giving a curriculum vitae, a statement by the candidate of the study he/she wishes to undertake and two confidential testimonials, at least one of which must be from someone able to give an account of the applicant's record as a teacher, should be sent to the Secretary to the Council, Girton College, Cambridge CB3 0JQ, not later than 15th November 1980.

Athrofa Gogledd-dd Cymru The North Wales Institute of higher education

CARTREFLE COLLEGE, GYFN ROAD, WREXHAM

LECTURER II IN SOCIAL WORK

The Institute wishes to appoint a Lecturer in social work to share in the duties of a busy section covering teaching in Social Work to C.S.W., C.S.S., I.S.S. and P.C.S.C. courses. The successful applicant will be a Graduate holding C.S.W. or recognised professional equivalent, ideally with experience in psychiatric or medical social work. An interest in community work and therapeutic group work would be an advantage, as would some experience of teaching, and student supervision. Exact duties would be worked out in the light of the applicant's skills and interests, but a considerable proportion of the work would be with C.S.W., and he/she could expect to play an important role in the development of the section's work. Further details and application forms may be obtained from the Institute Registrar, The Coach House, Kesterton Road, Flint, Telephone: 0562 618216. Closing date for receipt of applications within 14 days of the appearance of this advertisement.

ADULT EDUCATION Appointments continued

LIVERPOOL

DEVELOPMENT OFFICER FOR LEISURE EDUCATION
To work in concert with an authority's Adult and Further Education Committee to develop a wide range of adult education opportunities, including library, museum and leisure activities.
Salary scale: £10,000-£14,000 p.a. plus pension and other benefits.
Further details and application forms from the Director of Education, Community Learning Services, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

Assessment Centres

CITY OF SALFORD

EDUCATION DEPARTMENT
PARK HOUSE, OBSERVATION AND ASSESSMENT CENTRE, PARK HOUSE ROAD, SALFORD, LANC. M6 6PU.

By advertisement, 1981, or earlier for this newly opened Assessment Centre.

ASSISTANT TEACHER
Scale 1, plus special schools allowance. The successful applicant must be qualified and experienced.

INCOME PLACE
INTERVIEW PLACE, Salford 3, Lincoln Place, Salford 3.

Its advertisement, 1981, or earlier for this newly opened Assessment Centre.

ASSISTANT TEACHER
The successful applicant must be qualified and experienced for the education of 11-16 year olds in the Social Services Department.

Please forward a C.V. for consideration to the Chief Education Officer, Salford City Council, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Further details and application forms may be obtained from the Institute Registrar, The Coach House, Kesterton Road, Flint, Telephone: 0562 618216. Closing date for receipt of applications within 14 days of the appearance of this advertisement.

Youth and Community Service

BUCKINGHAMSHIRE

CITY COUNCIL
HUMAN COMMUNITY

The successful applicant must be qualified and experienced for the education of 11-16 year olds in the Social Services Department.

Please forward a C.V. for consideration to the Chief Education Officer, Salford City Council, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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of Walsley, based at the campus of Walsley Community Secondary School, Walsley, which is a fully qualified and experienced Youth and Community worker and teacher.
Salary on Human Resources L1, Lecturer 11, £10,000-£14,000 p.a. plus pension and other benefits.
Further details and application forms from the Director of Education, Walsley Community School, Walsley, S60 4JN, or 01924 610101.

CAMERTONSHIRE
HARTLEY VILLAGE COLLEGE
HARTLEY VILLAGE COLLEGE
HARTLEY VILLAGE COLLEGE

Further details and application forms from the Director of Education, Hartley Village College, Hartley, Camerton, Somerset, TA10 0JN, or 01454 610101.

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English Teachers overseas

Over £20,000 p.a. tax-free joint income for married couples

Our clients are a major international company in the UK with large contracts in Saudi Arabia which involve the training of Saudi military personnel in various technical functions. A requirement has arisen for the company to provide English-Linguistic tuition for the children of Saudi Arabian nationals in schools at various locations in Saudi Arabia.

Since children of both sexes need to be taught, those posts can most satisfactorily be filled by married couples who are both qualified teachers and have experience in teaching English as a foreign language. Salaries offered will be in excess of £10,000 p.a. This provides a very attractive package for a married couple with a joint income in excess of £20,000 p.a. tax-free. Free accommodation, frequent travel paid leave to the UK etc. will be provided.

Applications are invited where both husband and wife hold Teaching Certificates or PGCE. 3 years' classroom experience in primary and/or secondary schools in English and should include a period in TEFL. Experience of teaching children of foreign nationals would be an advantage.

Interviews will be arranged to suit applicants' convenience as far as possible but initial applications should be made in writing to the address below. Please state any requirements to whom your application should not be forwarded.

Mr. S. J. Edwards,
Davis, Gibson Advertising Ltd.,
2/3 Gough Square,
Fleet Street,
London EC4.



Microelectronics in Education Programme

Applications are invited for three posts on the small team being established to run the Government's Microelectronics in Education Programme, which will consist of a range of coordinated projects commissioned through national bodies, local organisations and individual schools and colleges. All appointments will be for a fixed term, ending on 31 March 1984. Secondment from existing posts will be possible. The Programme Team will operate from offices in Newcastle upon Tyne.

DEPUTY DIRECTOR

Apart from the general role of deputising for the Director of the Programme, the Deputy will have particular responsibility for:
- teacher training activities
- initiation and supervision of financial and educational evaluation of projects
- day-to-day administration of the Programme Team's offices.

Applicants will need management and administration skills as well as teaching/lecturing experience and a broad understanding of the impact of microelectronics. Salary on a scale from £9,118 to £11,130 (Programme Manager).

MANAGER (COMPUTING)

To have particular responsibility for projects dealing with:
- the development of software
- the development of computer-based learning materials
- computer appreciation in schools.

The Team will look to the Manager (Computing) for technical advice on computing. A requirement of the post will be to visit projects throughout England, Wales and Northern Ireland. Applicants will need both educational and computing experience. Salary on a scale from £7,360 to £9,060 (Administrative Officer).

MANAGER (TECHNOLOGY)

To have particular responsibility for projects dealing with:
- the teaching of electronics, control technology and associated topics
- the development of teaching materials dealing with the technology of microelectronics.

The Team will also look to the Manager (Technology) for technical advice on microelectronics. A requirement of the post will be to visit projects throughout England, Wales and Northern Ireland. Applicants will need both educational and technical experience. Salary on a scale from £4,040 to £7,130 (Administrative Assistant).

Applicants for all three posts may ask for assistance with removal expenses.

Closing date for applications (no forms): 31 October 1980.
The status of all three posts are available from the Technical Manager, Council for Educational Research, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 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